DOCUMENT RESUME

ED 080 569 TM 003 084

AUTHOR	Miller, Ray L.
TITLE	State-County Testing Program 1970-71. Tenth Report.
INSTITUTION	West Virginia State Dept. of Education, Charleston.
PUB DATE	May 72
NOTE	60p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Achievement Tests; Aptitude Tests; Career Choice; *Norms; Standardized Tests; *State Programs; *Statistical Data; Student Attitudes; *Test Results
IDENTIFIERS	*West Virginia

ABSTRACT

The 1970-71 standardized test data for grades three, six, nine and eleven in West Virginia are summarized. The report is presented in four major sections, one each for the grades tested, with analytical information using State, county and school norm groups. Each group division has illustrated an analysis of the following data: (1) a statewide "group summary norms--abilities, achievement, and skills"; (2) a "school interest ratings"--an analysis of student ratings of eight curriculum areas; (3) "career plans"--expressed as first and second choices; (4) a "school plan"--analysis of the pattern of long-term educational plans of all students tested; and (5) a comparison between West Virginia and national percentile means. (Author/KM)

FILMED FROM BEST AVAILABLE COPY

ED 080569

TM 003 084

TENTH REPORT
STATE-COUNTY TESTING PROGRAM

May, 1972

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

STATEWIDE SUMMARY
PERFORMANCE AT A GLANCE

GRADE THREE PERFORMANCE

GRADE SIX PERFORMANCE

GRADE NINE PERFORMANCE

GRADE ELEVEN PERFORMANCE

Daniel B. Taylor
State Superintendent of Schools

WEST VIRGINIA BOARD OF EDUCATION

1971* Dr. Samuel J. Baskerville, Charleston, Vice President

1972 W. Robert Abbot, Fayetteville

1973 Elmus L. Snoderley, Fairmont

1974 Mrs. C. W. Bartram, Kenova, Secretary

1975 A. H. Spangler, Bluefield, President

1976 Vacant

1977 Perce J. Ross, Buckhannon

1978 James Paul Geary, Petersburg

1979 Fountie N. Williams, Clarksburg

Daniel B. Taylor, Ex-Officio Member

Prince B. Woodard, Ex-Officio Member

*All Board terms expire November 4.

ED 080569

TENTH REPORT

1970-71 STATE-COUNTY TESTING PROGRAM

May, 1972

BY

Ray L. Miller, Supervisor
State-County Testing Program

Division of
Guidance, Counseling, and Testing

PREPARED UNDER THE DIRECTION OF

DANIEL B. TAYLOR
State Superintendent of Schools

WEST VIRGINIA DEPARTMENT OF EDUCATION

Charleston, West Virginia

State of West Virginia
Department of Education
Charleston
25305

DANIEL B. TAYLOR
STATE SUPERINTENDENT
OF SCHOOLS

FOREWORD

Today standardized tests play a significant role in the lives of young people by helping the student to a better self understanding and in making informal educational and vocational decisions. It has become increasingly important for every student, teacher, counselor and administrator to understand the nature, use and interpretation of standardized test results.

The primary purpose of this Tenth Report is to present data on the 1970-71 State-County Testing Program for grades 3, 6, 9, and 11. Procedures and techniques used in this report should be of value to schools and counties in analyzing and interpreting their test results.

The ultimate success of any testing program can only be measured in terms of the extent to which it helps educators take on inventory of curriculum strengths and weaknesses at the State, county, and local level, and on the basis of this information, build a better educational program for today's students.

Daniel B. Taylor
State Superintendent of Schools

TABLE OF CONTENTS

	PAGE
Purpose and Possible Use of the Report	1
Description of Content	4
Grade Three Group Summary Norms - Abilities, Achievements and Skills	6
Grade Six Group Summary Norms - Abilities, Achievements and Skills	7
Grade Nine Group Summary Norms - Abilities, Achievements and Skills	8
Grade Eleven Group Summary Norms - Abilities, Achievements and Skills	9
GRADE THREE	
Comparison of West Virginia Mean Scores on School Interest Ratings	10
Comparison of West Virginia and National Mean Scores:	
Abilities and Language Studies	11
Technical Studies	12
Composite Scores	13
Comparison of County and National Mean Scores:	
Abilities and Language Studies	14
Technical Studies	15
Composite Scores	16
Comparison of School and National Mean Scores:	
Abilities and Language Studies	17
Technical Studies	18
Composite Scores	19
GRADE SIX	
Comparison of West Virginia Mean Scores On School Interest Ratings	20
Comparison of Career Plans Selected By West Virginia Students	21
Comparison of School Plans Indicated By West Virginia Students	22
Comparison of West Virginia and National Mean Scores:	
Abilities and Language Studies	23
Technical Studies and Social Studies	24
Composite Scores	25
Comparison of County and National Mean Scores:	
Abilities and Language Studies	26
Technical Studies and Social Studies	27
Composite Scores	28
Comparison of School and National Mean Scores:	
Abilities and Language Studies	29
Technical Studies and Social Studies	30
Composite Scores	31

GRADE NINE

Comparison of West Virginia Mean Scores On
School Interest Ratings..... 32
Comparison of Career Plans Selected By
West Virginia Students..... 33
Comparison of School Plans Indicated By
West Virginia Students..... 34
Comparison of West Virginia and National Mean Scores:
Abilities and Language Studies..... 35
Technical Studies and Social Studies..... 36
Composite Scores..... 37
Comparison of County and National Mean Scores:
Abilities and Language Studies..... 38
Technical Studies and Social Studies..... 39
Composite Scores..... 40
Comparison of School and National Mean Scores:
Abilities and Language Studies..... 41
Technical Studies and Social Studies..... 42
Composite Scores..... 43

GRADE ELEVEN

Comparison of West Virginia Mean Scores On
School Interest Ratings..... 44
Comparison of Career Plans Selected By
West Virginia Students..... 45
Comparison of School Plans Indicated By
West Virginia Students..... 46
Comparison of West Virginia and National Mean Scores:
Abilities and Language Studies..... 47
Technical Studies and Social Studies..... 48
Composite Scores..... 49
Comparison of County and National Mean Scores:
Abilities and Language Studies..... 50
Technical Studies and Social Studies..... 51
Composite Scores..... 52
Comparison of School and National Mean Scores:
Abilities and Language Studies..... 53
Technical Studies and Social Studies..... 54
Composite Scores..... 55

TENTH REPORT
STATE-COUNTY TESTING PROGRAM

The 1970-71 school year marks the conclusion of the tenth year of the West Virginia State-County Testing Program. It also marks the end of the first year of the use of the Scholastic Testing Service's Educational Development Series of Tests. The State Board of Education initiated the "State-County Testing Program" in 1962. The purposes of the program are: to provide new, current, statewide information on the scholastic aptitude and achievement of West Virginia public and non-public school students; to develop a basis on which planning for school improvement and student guidance could be more extensively developed; and to evaluate the instructional and curricular strengths and weaknesses.

The State-County Testing Program receives the support of the West Virginia Legislature and is financed entirely from State funds. The program is administered and coordinated by a Supervisor of Testing.

Policies and procedures for this program are established by a testing committee comprised of teachers, principals, college professors, administrators, supervisors and counselors. The Director of the Division of Guidance, Counseling and Testing serves as chairman of the committee, with the Supervisor of Testing serving as a consultant. This committee meets annually to study the present program, policies, procedures and to make recommendations to the Supervisor of Testing for implementation of the program.

The program is administered on a local county level through the coordination and administration of a County Test Coordinator. It is this coordinator's

responsibility to plan the local testing schedule, train necessary personnel needed to administer the tests and to help with the interpretation of the results to the student, teacher, and administrator.

The program, although operational for ten years, has undergone continual study and modification, the latest of these modifications being initiated in the school year 1970-71. After thorough study the program was changed from the use of the School-College Ability Test and the Sequential Test of Educational Progress for the ninth and eleventh grades and the Stanford Achievement Test - Form W and the Otis-Lennon Mental Ability Test for grades three and six to the Scholastic Testing Service's Educational Development Series of Tests in grades three, six, nine, and eleven.

The year 1968-69 saw the initiation of a program of scoring and reporting both the ninth and eleventh grade tests using the Department's Data Processing Division. This procedure has developed today to the extent that all four grades - three, six, nine, and eleven - are scored and reported by the Data Processing Department.

The results of the State-County Testing Program are used by members of the State Department of Education, members of the county administration, school principals, counselors, teachers, students, and parents. Each of these groups use the results in a specific and different manner.

The personnel of the State Department of Education use the results to study the progress, growth and development of programs throughout the State. An analysis of the test results presents an opportunity for the State Department of Education to make a detailed appraisal of the school programs and determine on a statewide basis those areas in the curriculum that need improvement.

The county administration can utilize the results to study the curriculum being offered within his county. Test Data, when combined with demographic, socio-economic and other data, can yield information that can be utilized in the decision-making process. Information of this nature can relate to identification of need for additional supervision, re-emphasis of curriculum and development of in-service programs. It also provides the administrator an opportunity to relate the performance and ability of students in his county to those of larger population groups, i.e. the State and nation.

While the school principal can utilize the results in many of the same ways the county administrator uses them, the test results offer an opportunity to evaluate the overall effectiveness of the instructional program being offered in his school. A comparison of the effectiveness of the instructional program being offered in his school with that of other schools in the state can be made. The principal can use these results to help teachers and parents obtain a realistic concept of the actual progress of a student, or group of students, in light of other educational variables.

The counselor concerns himself not only with the curriculum aspect, but also with the utilization of test results to help every student understand his abilities. The counselor also uses the results to help parents and teachers develop a more realistic understanding of their students in terms of strengths and weaknesses, capabilities and how to use them, thus enabling the parent and teacher to give support and direction to the student.

The teacher can also use the results to gain an insight into the effectiveness of his instructional methods in the classroom. Through analysis of the test content, the teacher can evaluate aspects of the instruction offered and determine areas needing re-emphasizing.

The student must be exposed to the results of tests he has taken. Exposure, however, does not imply that he be given the results in printed form and left to his own devices for interpretation. An explanation of his results allows the student an opportunity to arrive at a better self understanding.

It is equally important that the parent gains an understanding of his child's strengths and weaknesses. Many times parents will expect too much of their child and impose unrealistic goals for the future. Information gained from test result interpretation can help the parent help the school in the development of a student.

THE TENTH REPORT

This report presents the summary of test data for the school year 1970-71, the tenth year of the State-County Testing Program. This publication takes into consideration all standardized Statewide testing, its analysis and conclusions regarding grades three, six, nine and eleven. To be more meaningful and useful to the reader, several illustrations are presented for the analysis and interpretation of test results by the State, county, school, and individual student.

The ensuing report is presented in four major sections, one each for grades three, six, nine and eleven, with analytical information using State, county and school level norm groups. Each of the group divisions has illustrated an analysis of the following data:

1. A Statewide "Group Summary Norms - Abilities, Achievements and Skills" represents a statistical summary of overall performance of all students tested in West Virginia schools in grades three, six, nine and eleven. These tables present a West Virginia mean percentile in comparison to a national mean percentile for each individual section of the test.

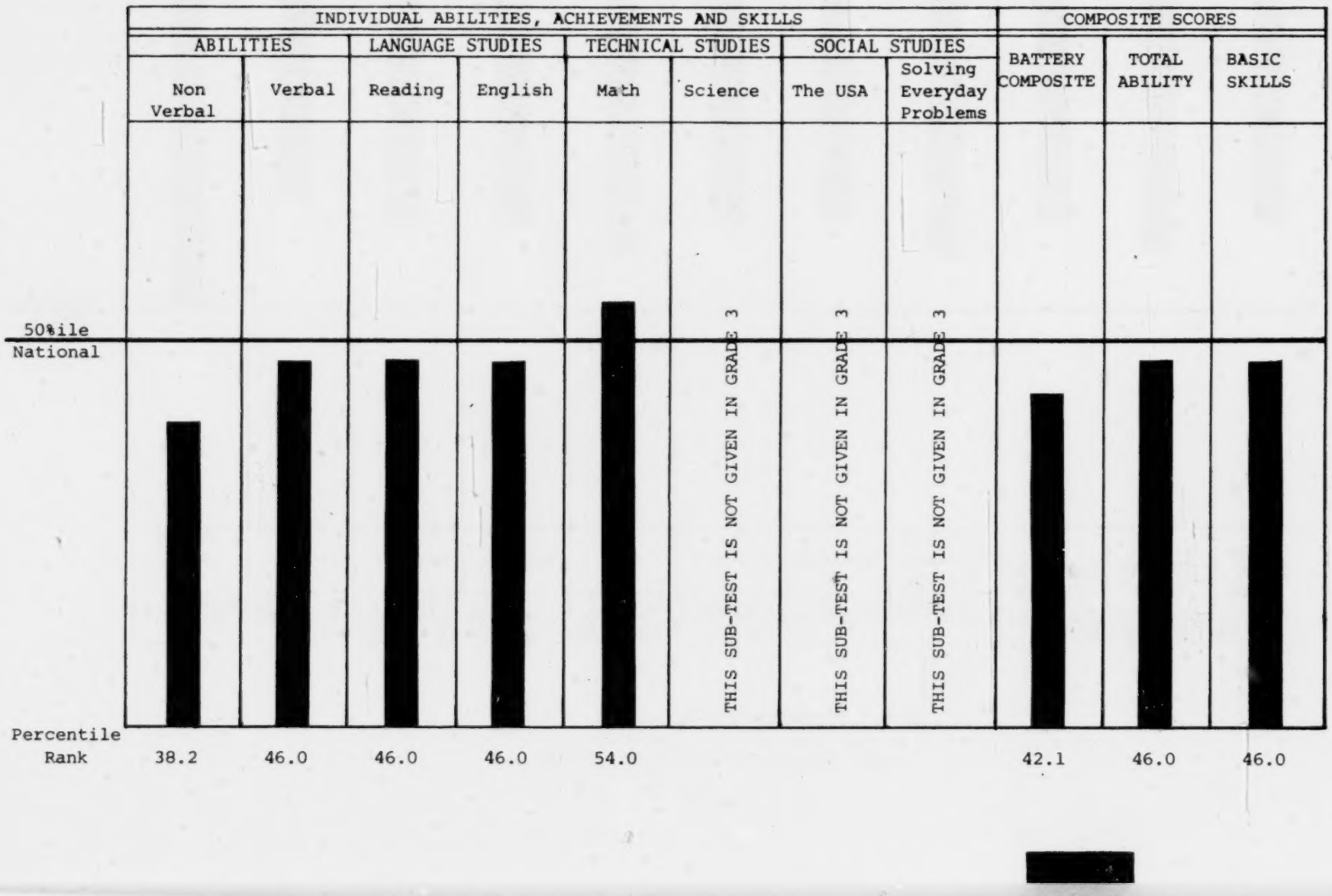
2. A "School Interest Ratings" report shows an analysis of student ratings of eight curriculum areas. Each of these ratings are reported on a 9-point scale when 9 = Like, 1 = Dislike and 5 is midway between "Like and Dislike." These tables present West Virginia median scores for each curriculum area listed. This section again is reported on the Statewide group.

3. A "Career Plans" section that designates the major career fields being considered by the State-County Testing sample for grades six, nine and eleven. These career plans are expressed as 1st Choice and 2nd Choice. The statistical information presents a frequency of responses and percentages for the 1st Choice and 2nd Choice of all of the sixteen career fields presented.

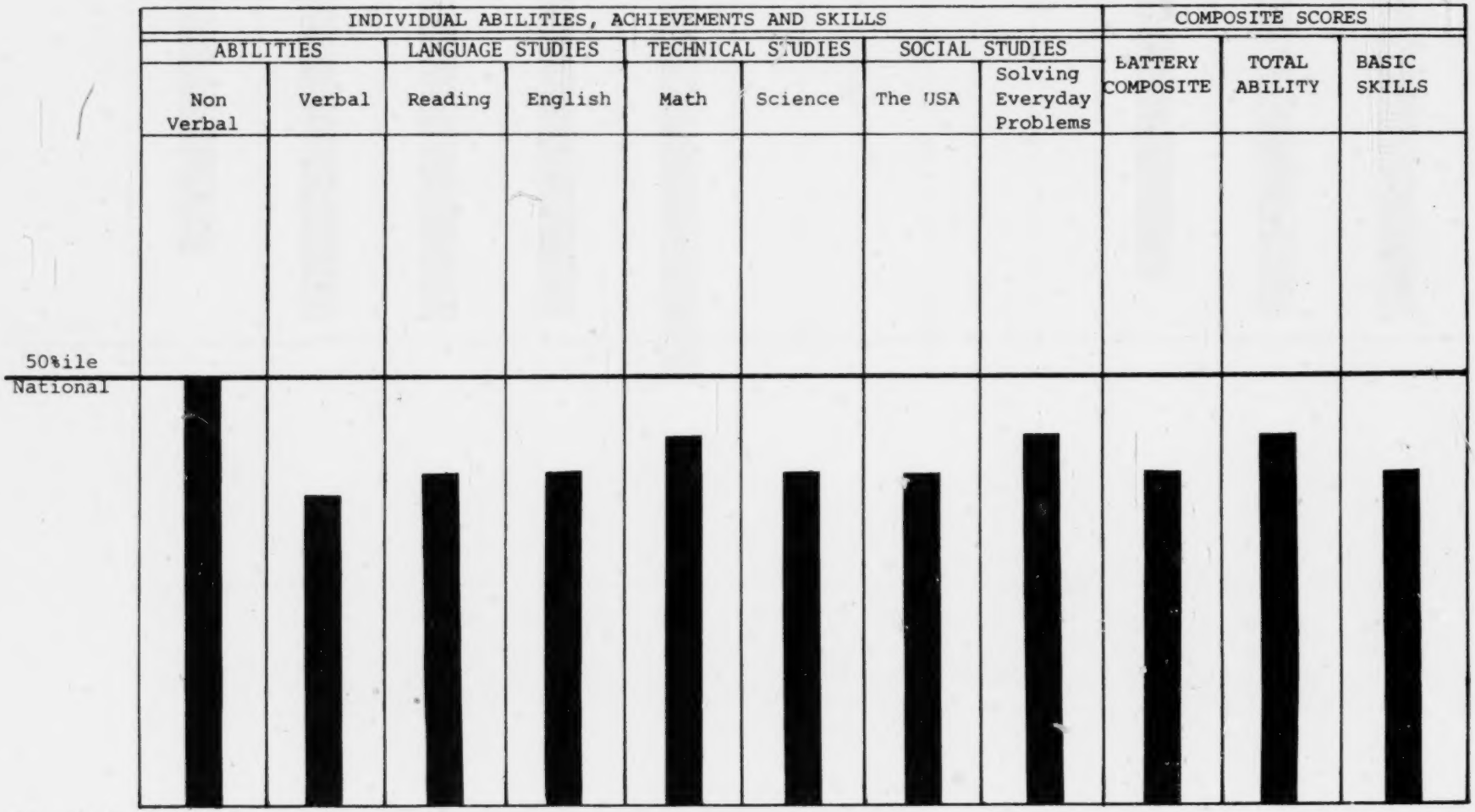
4. A "School Plan" summary that analyzes the pattern of long-term educational plans of all West Virginia students tested in grades six, nine and eleven. Percentages are presented for each of the six areas as reporting information.

5. A comparison is made between West Virginia and National Percentile Means. With the use of figures, State mean to national mean; county mean to national mean; and school mean to national mean, comparisons are illustrated for each of the seven individual areas of the test. There is an absence of such a comparison, however, for the Science and Social Studies areas for grade three. They were not tested in these two areas.

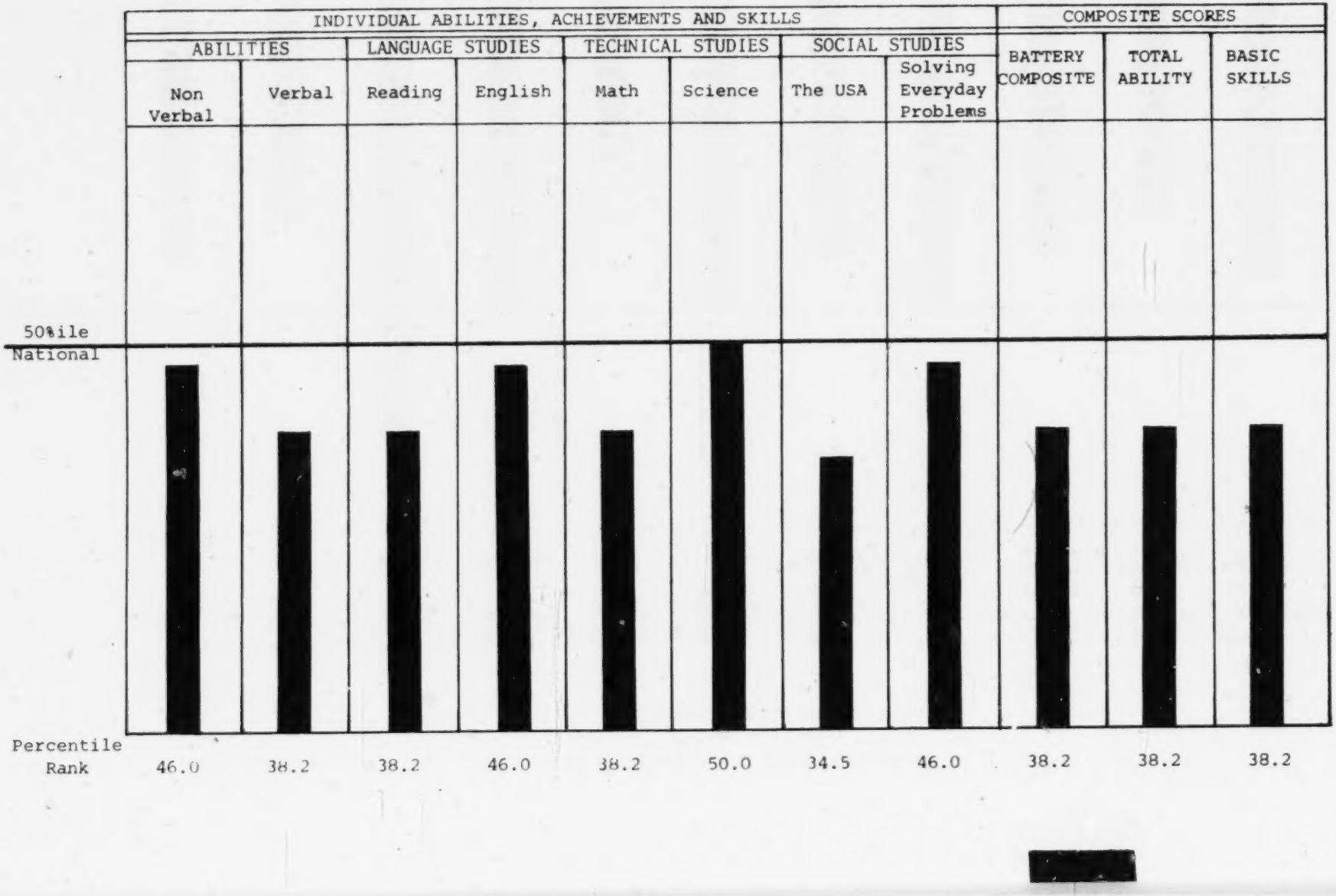
WEST VIRGINIA GROUP SUMMARY NORMS
GRADE THREE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES



WEST VIRGINIA GROUP SUMMARY NORMS
GRADE SIX 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES



WEST VIRGINIA GROUP SUMMARY NORMS
GRADE NINE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES



WEST VIRGINIA GROUP SUMMARY NORMS
GRADE ELEVEN 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

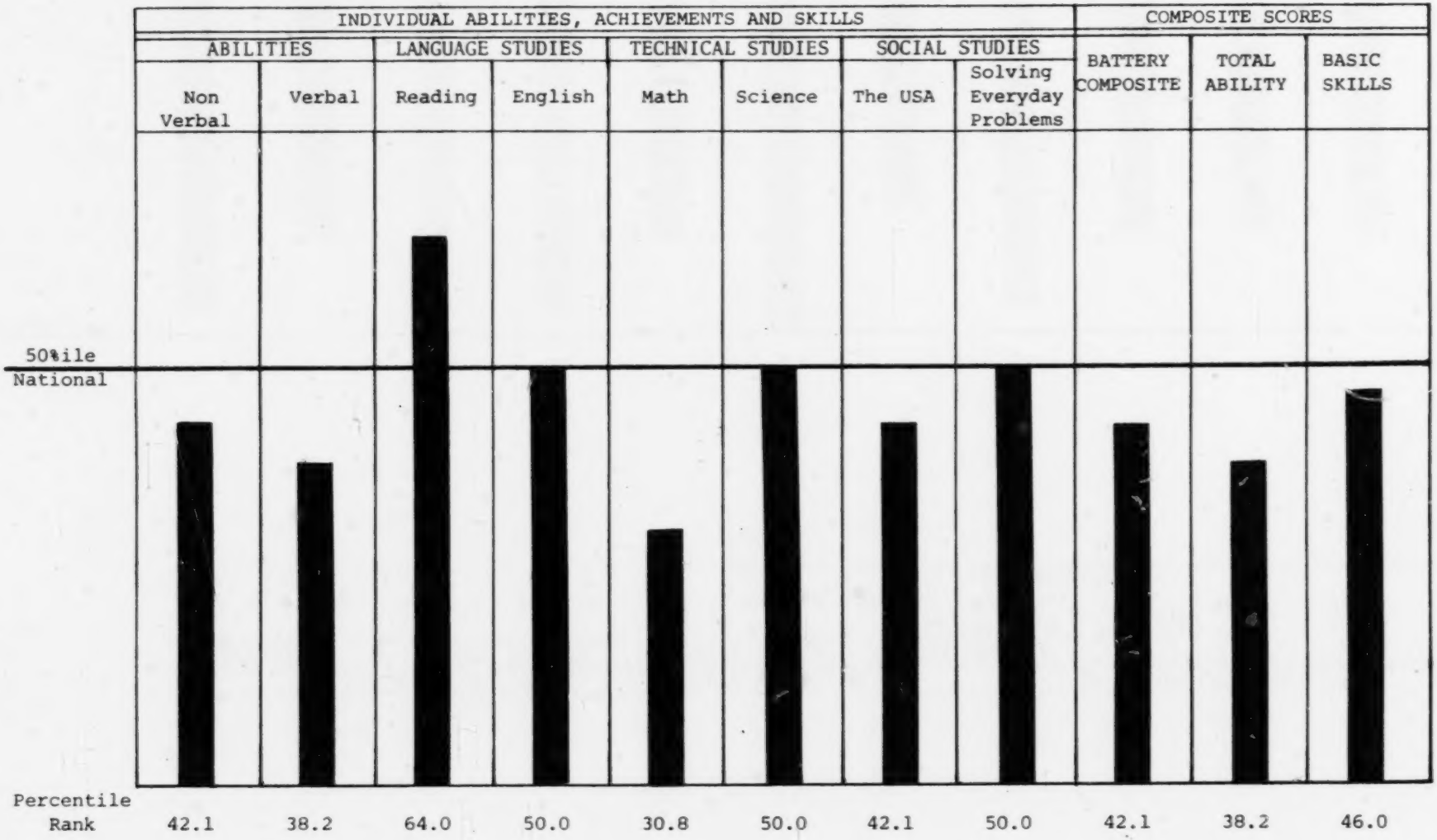
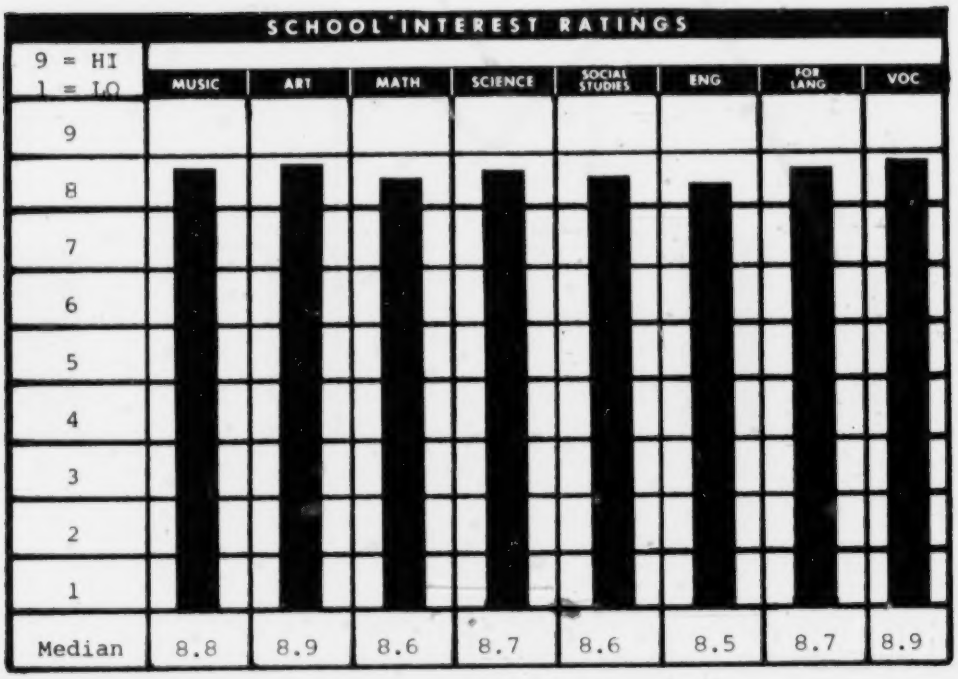


FIGURE 0

COMPARISON OF WEST VIRGINIA MEAN SCORES ON
SCHOOL INTEREST RATINGS
GRADE THREE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

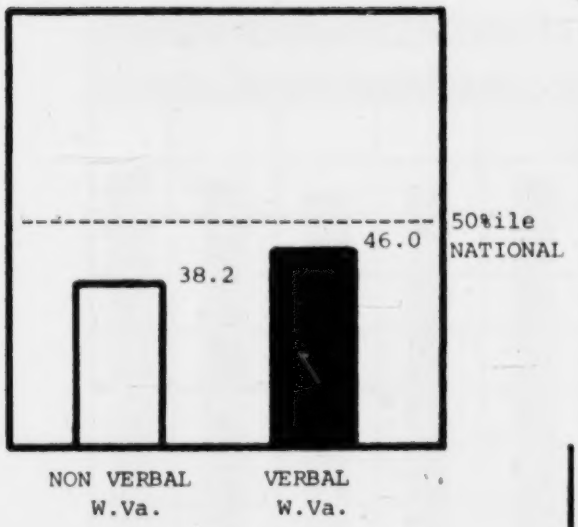


The School Interest Rating section in the Educational Development Series gives each student an opportunity to express his or her feelings about eight subject areas. Figure 0 shows the West Virginia summary for grade 3 with Art and Vocation ranking the highest with 8.9 on a rating scale of 1-9 (1 is low; 9 is high). The six remaining subject areas ranked from 8.5 to 8.8.

FIGURE 1

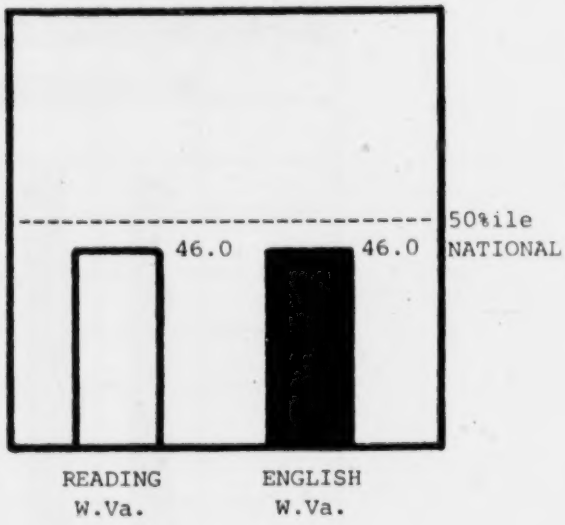
COMPARISON OF WEST VIRGINIA AND NATIONAL MEAN SCORES
GRADE THREE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

ABILITIES



West Virginia performance in Non Verbal and Verbal Abilities are below the national average. It is interesting to note that the Verbal performance is considerably better than Non Verbal.

LANGUAGE STUDIES

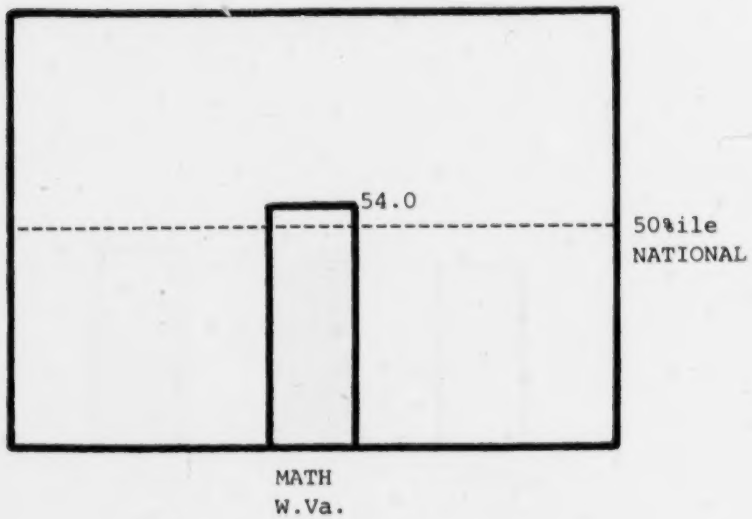


West Virginia performance in Reading and English are slightly below the 50th percentile national average. It should be noted that the Reading and English scores align themselves very closely with Verbal Abilities in the preceding graph.

FIGURE 2

COMPARISON OF WEST VIRGINIA AND NATIONAL MEAN SCORES
GRADE THREE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

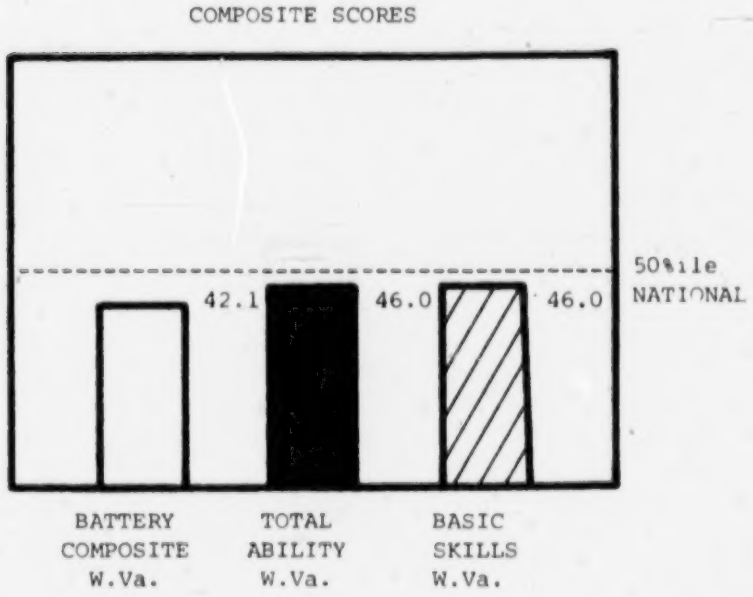
TECHNICAL STUDIES



The graph above shows West Virginia students perform above the national average in Math. It should be recalled that the Math test on the Educational Development Series includes both the modern and traditional approaches.

FIGURE 3

COMPARISON OF WEST VIRGINIA AND NATIONAL MEAN SCORES
GRADE THREE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

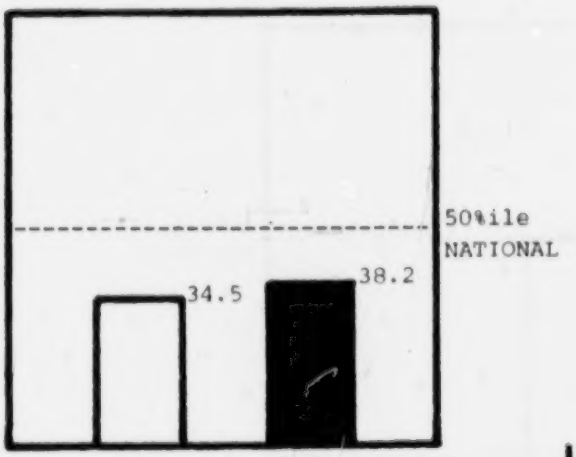


The Composite Scores on the Educational Development Series are very useful in getting an overall picture of total performance. The Battery Composite should be considered the most reliable score because it is a summary of all the sub-tests administered while the Total Ability is a summary score of Non Verbal and Verbal Abilities. The Basic Skills score includes Reading, English, and Math as a summary score. West Virginia performance on the Battery Composite is slightly below the national average as is Total Ability and Basic Skills. West Virginia performance in Basic Skills, however, is consistent with the Total Ability score as demonstrated in the graph above.

FIGURE 4

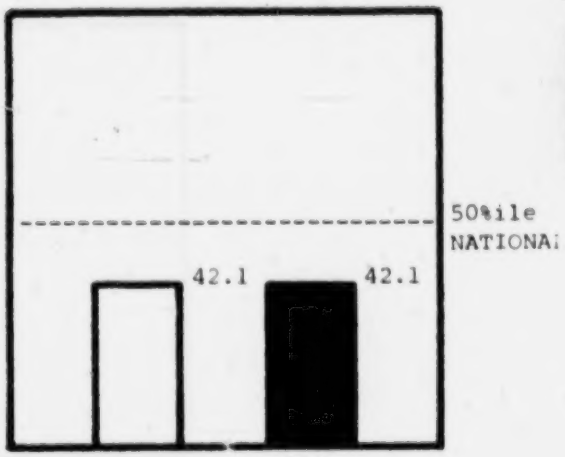
COMPARISON OF COUNTY AND NATIONAL MEAN SCORES
GRADE THREE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

ABILITIES



In this graph, the average county performance in West Virginia has been compared to the national average. It is readily seen that the county performance in both Verbal and Non Verbal is below the 50th percentile national average.

LANGUAGE STUDIES

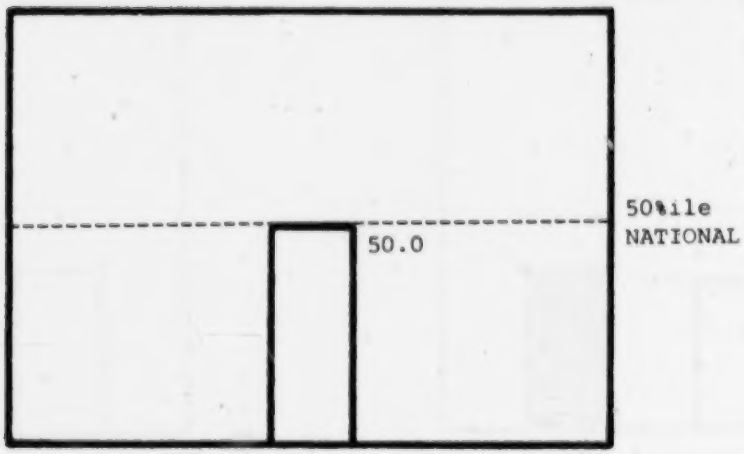


The county averages in Reading and English fall on about the 42nd percentile which as indicated by the graph above is below the 50th percentile national average but falls reasonably in line with the Non Verbal and Verbal Abilities shown in the graph at the left.

FIGURE 5

COMPARISON OF COUNTY AND NATIONAL MEAN SCORES
GRADE THREE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

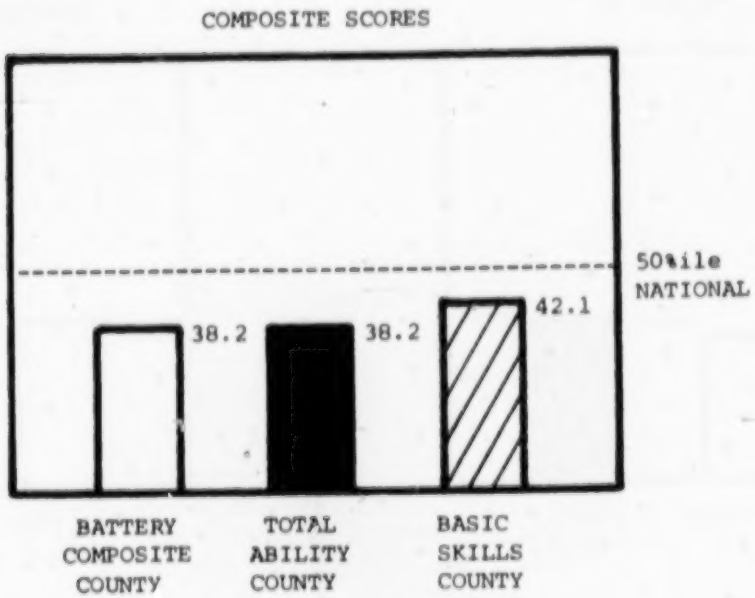
TECHNICAL STUDIES



The graph above shows the average West Virginia county performance in Mathematics. The county average is at the 50th percentile which falls also in line with the national average performance.

FIGURE 6

COMPARISON OF COUNTY AND NATIONAL MEAN SCORES
GRADE THREE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

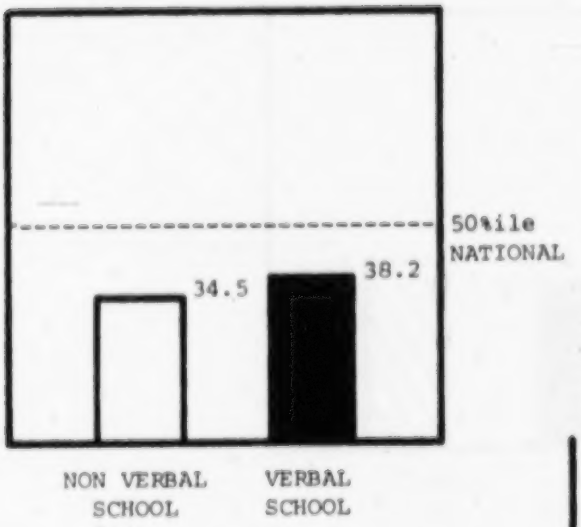


Shown above is a graph of the average county performance in West Virginia in Battery Composite, Total Ability, and Basic Skills. As indicated in the pictorial representation, the county averages are below the national average; however, Basic Skills approaches closer than either the Battery Composite or Total Ability scores. Recall that the Basic Skills graph includes Reading, English, and Math.

FIGURE 7

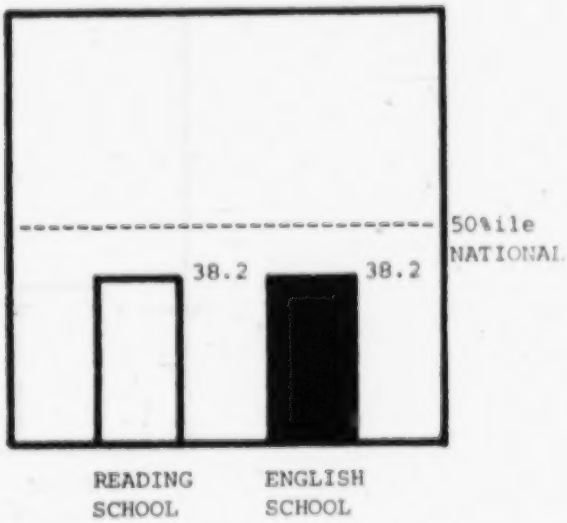
COMPARISON OF SCHOOL AND NATIONAL MEAN SCORES
GRADE THREE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

ABILITIES



Above we have a comparison of the average school performance in West Virginia as compared to the national average. The average school in West Virginia falls below the 50th percentile national average.

LANGUAGE STUDIES

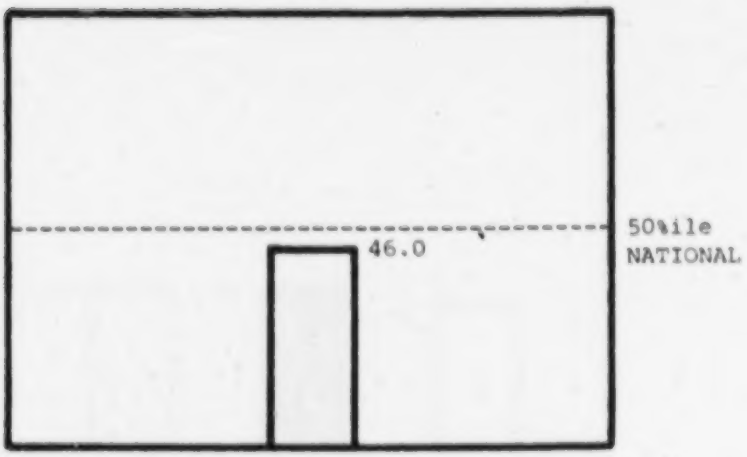


The average West Virginia school performance in Reading and English falls below the national average but is in line with the Verbal Abilities performance shown on the left graph.

FIGURE 8

COMPARISON OF SCHOOL AND NATIONAL MEAN SCORES
GRADE THREE 1970-1971
S.T.S EDUCATIONAL DEVELOPMENT SERIES

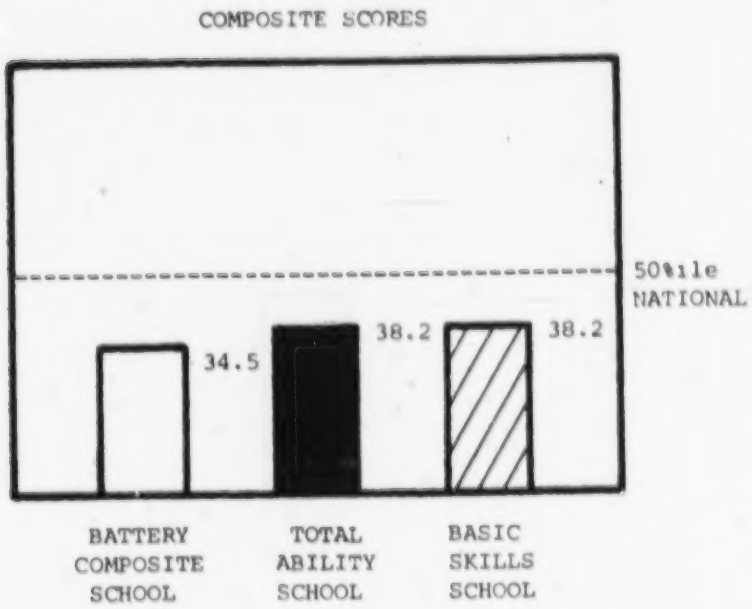
TECHNICAL STUDIES



The average West Virginia performance in the third grade in the area of Math is below the national average. The Math sub-test contains both modern and traditional approaches.

FIGURE 9

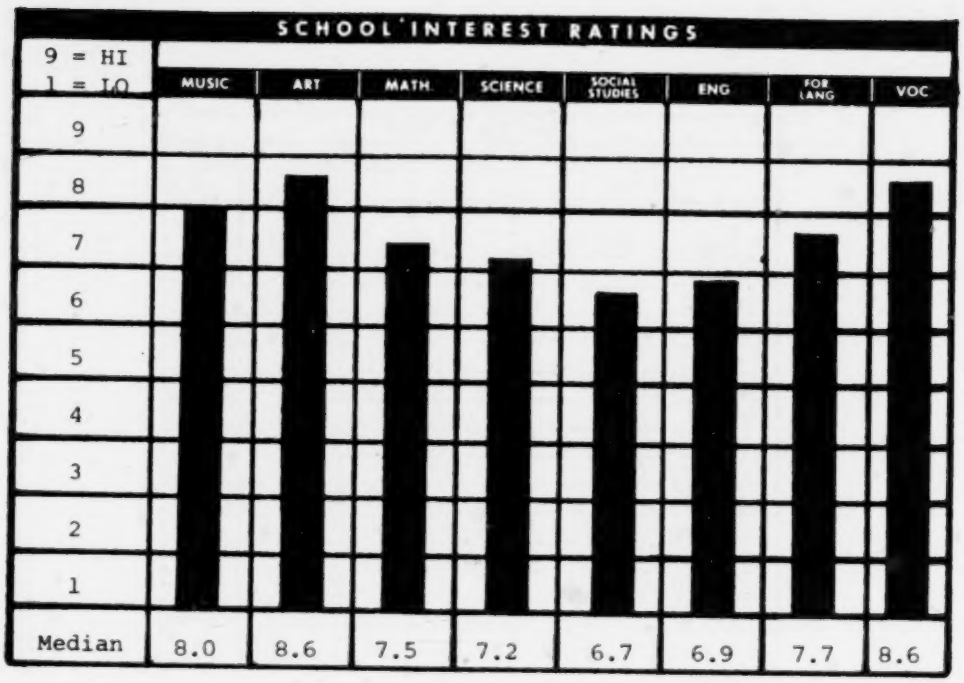
COMPARISON OF SCHOOL AND NATIONAL MEAN SCORES
GRADE THREE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES



The graph above shows a comparison of the third grade in an average West Virginia school to the national average performance. In all three Composite Scores, the average school performance is considerably below the 50th percentile national average.

FIGURE 10

COMPARISON OF WEST VIRGINIA MEAN SCORES ON
SCHOOL INTEREST RATINGS
GRADE SIX 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES



The School Interest Rating section in the Educational Development Series gives each student an opportunity to express his or her feelings about eight subject areas. Figure 10 shows the West Virginia summary for grade six with Art and Vocation ranking the highest with 8.6. The other six subject areas ranked from 6.7 to 8.0.

FIGURE 11

COMPARISON OF CAREER PLANS SELECTED
BY WEST VIRGINIA STUDENTS
GRADE SIX 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

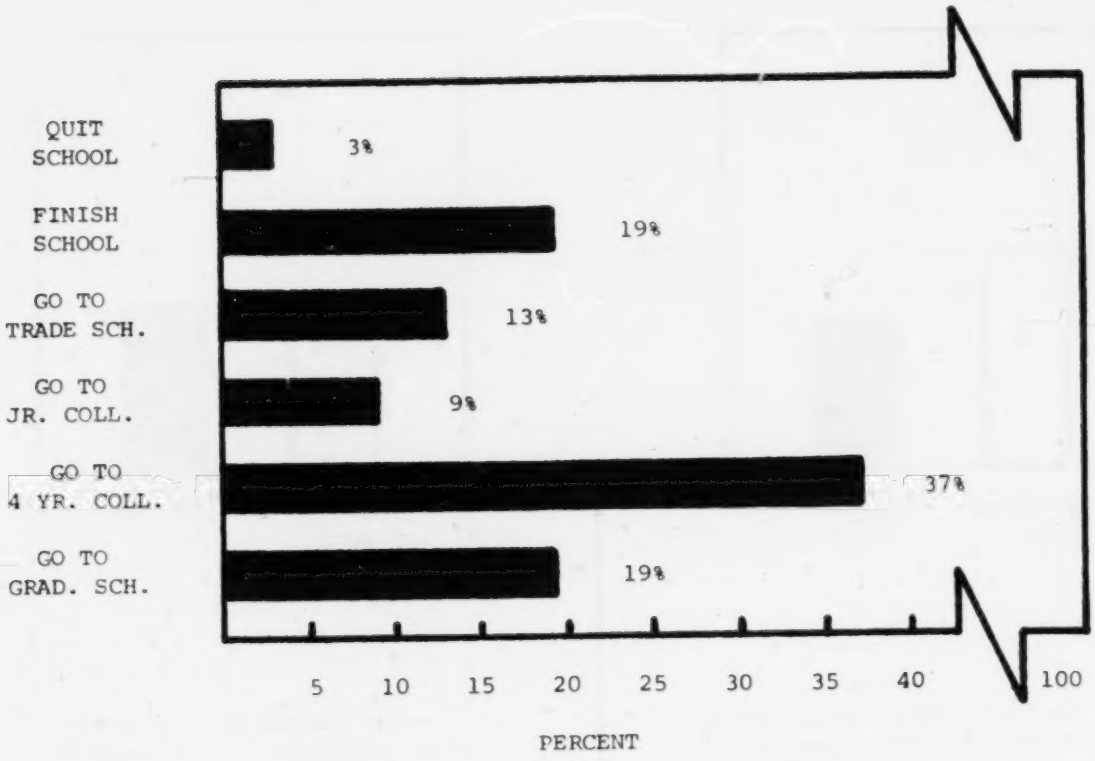
CAREER PLANS				
CAREER FIELDS	1st CHOICE		2nd CHOICE	
	Freq.	%	Freq.	%
Personal Service	1,671	5	1,343	4
Sports	6,734	19	2,864	8
Mining	504	1	508	1
Factories	437	1	716	2
Farming	1,890	5	2,003	6
Govt. Service	3,532	10	3,972	11
Shop	836	2	1,057	3
Transportation	1,340	4	1,836	5
Construction	795	2	1,184	3
Stores	1,353	4	1,948	6
Offices	3,254	9	3,606	10
Sales	186	1	473	1
Business	465	1	1,039	3
Arts	3,541	10	4,023	12
Social Services	4,983	14	4,200	12
Sciences	2,983	9	3,209	9

The Career Plan section of the Educational Development Series asks the student to select his first and second choices out of 16 identified career fields. Figure 11 shows the choices of career fields made by West Virginia sixth grade students.

Sports and Social Services were the two career fields most frequently selected as a first choice. Social Services, Arts and Government Service were most frequently selected as second choices of career fields.

FIGURE 12

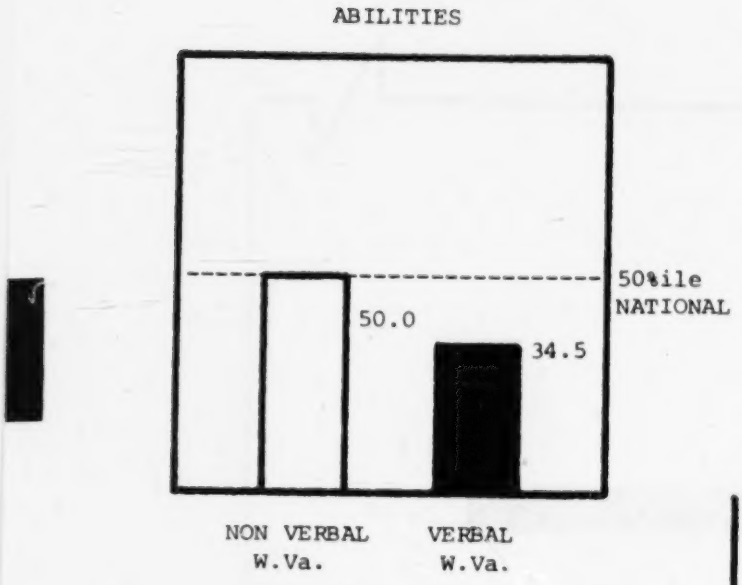
COMPARISON OF SCHOOL PLANS INDICATED
BY WEST VIRGINIA STUDENTS
GRADE SIX 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

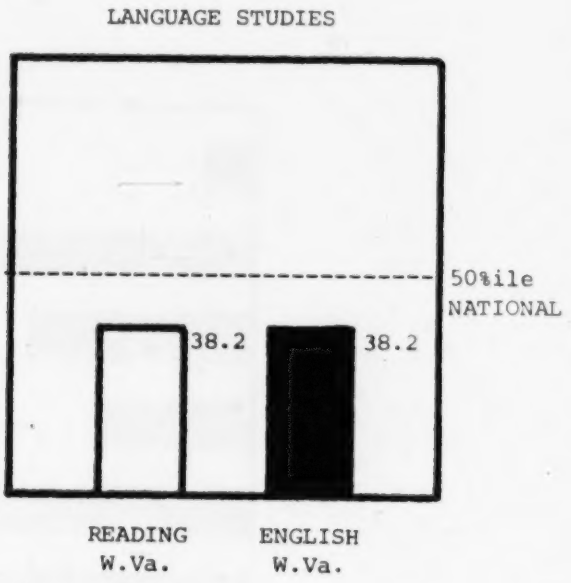


The sixth grade responses show that 3% plan to quit school, 19% plan to finish high school, 13% plan to attend a trade or technical school, 9% plan to attend a junior college, 37% plan to matriculate to a four-year college and 19% intend to continue their education through graduate school.

FIGURE 13

COMPARISON OF WEST VIRGINIA AND NATIONAL MEAN SCORES
GRADE SIX 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES





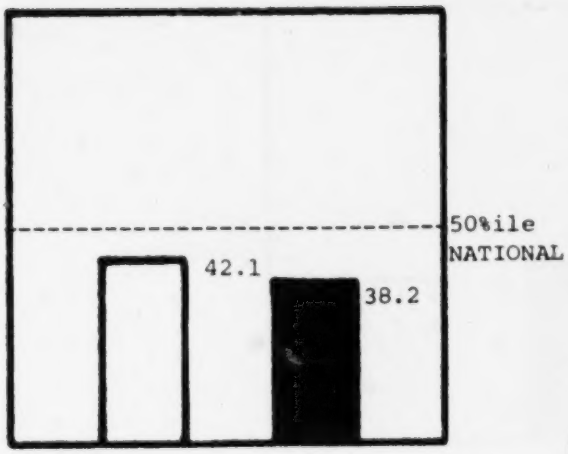
The Non Verbal Abilities of West Virginia sixth grade students is at the national average as shown in the graph above. However, the Verbal Abilities of West Virginia students fall considerably below the 50th percentile national average. This performance is a reverse of third grade students in West Virginia. However, the tests on third and sixth grade students represent a sampling of different populations.

The performance of sixth grade students in West Virginia falls below the national average but is fairly consistent with the Verbal Abilities performance as indicated in the left graph at the top of this page. Also the Language Studies performance of sixth graders is slightly below the Language Studies performance of third grade students in West Virginia.

FIGURE 14

COMPARISON OF WEST VIRGINIA AND NATIONAL MEAN SCORES
GRADE SIX 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

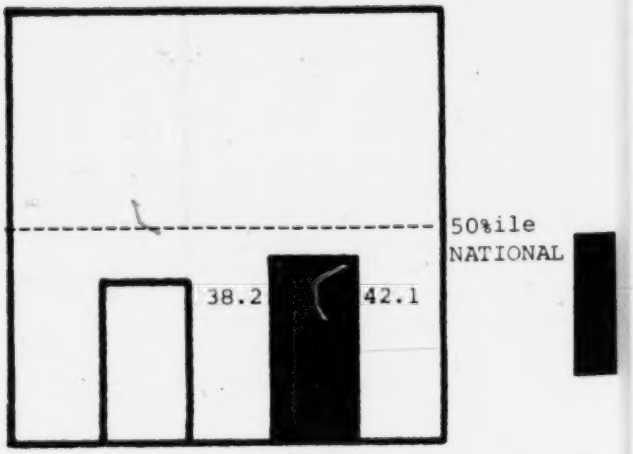
TECHNICAL STUDIES



MATH W.Va. SCIENCE W.Va.

West Virginia sixth grade students perform below the 50th percentile national average in both Math and Science. The Science sub-test score was slightly lower than Math for the average West Virginia student in the sixth grade.

SOCIAL STUDIES

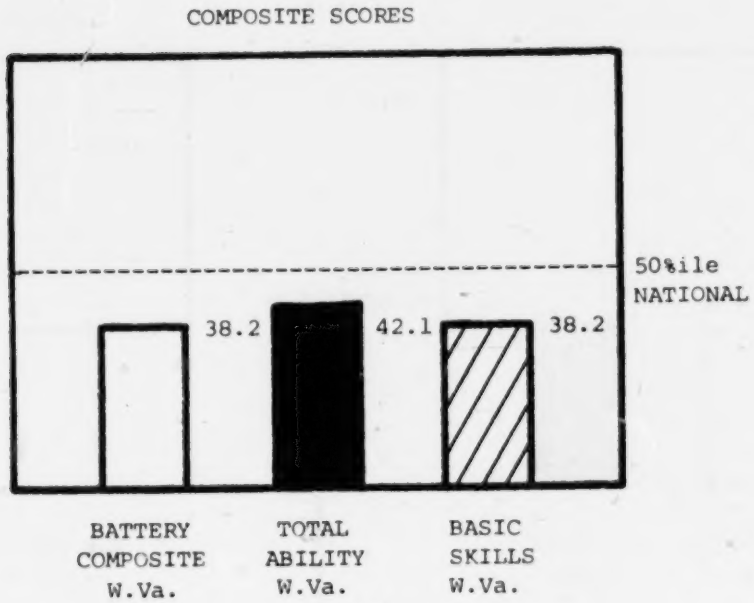


THE U.S.A. W.Va. SOLV. EVERY DAY PROBLEMS W.Va.

The average West Virginia sixth grader scored below the national average in both areas of Social Studies. The U.S.A. in the World is more closely related to traditional social studies while Solving Everyday Problems is more heavily weighted with guidance concepts.

FIGURE 15

COMPARISON OF WEST VIRGINIA AND NATIONAL MEAN SCORES
GRADE SIX 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

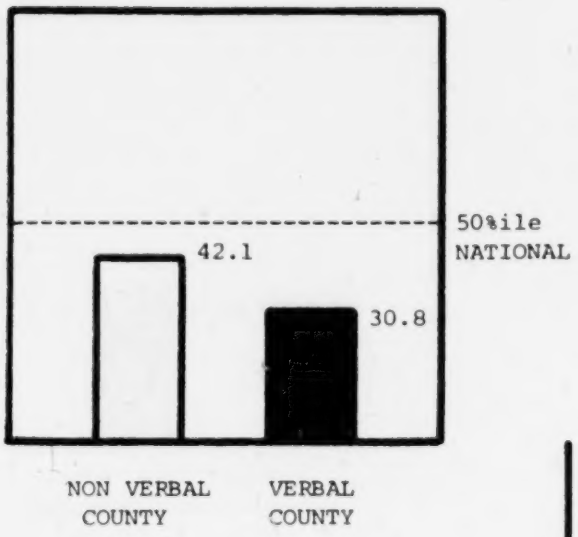


It will be recalled that the Battery Composite is the most reliable score on the Educational Development Series because it includes a summary of all other sub-tests. West Virginia sixth graders scored below the 50th percentile national average on Battery Composite, Total Ability, and Basic Skills. Total Ability was slightly higher than either the Battery Composite or Basic Skills performance. It will also be recalled that the Basic Skills is a summary score of Reading, English, and Math.

FIGURE 16

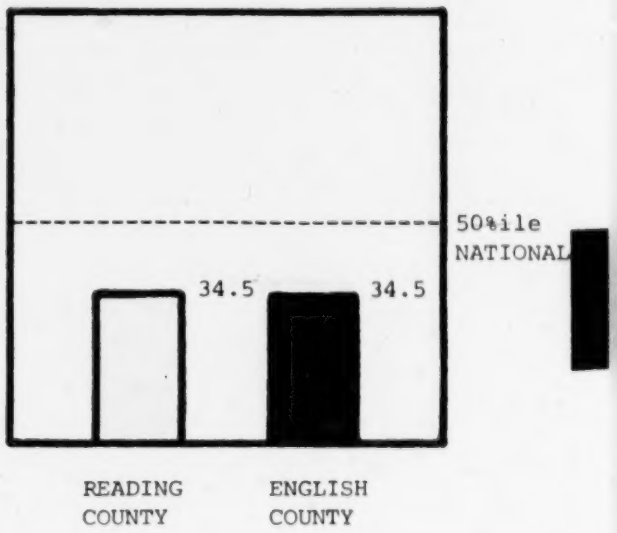
COMPARISON OF COUNTY AND NATIONAL MEAN SCORES
GRADE SIX 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

ABILITIES



The average county performance for West Virginia sixth graders is below the national average of the 50th percentile. The average county performance on the Verbal Sub-test falls considerably below the Non Verbal performance as indicated on the graph above.

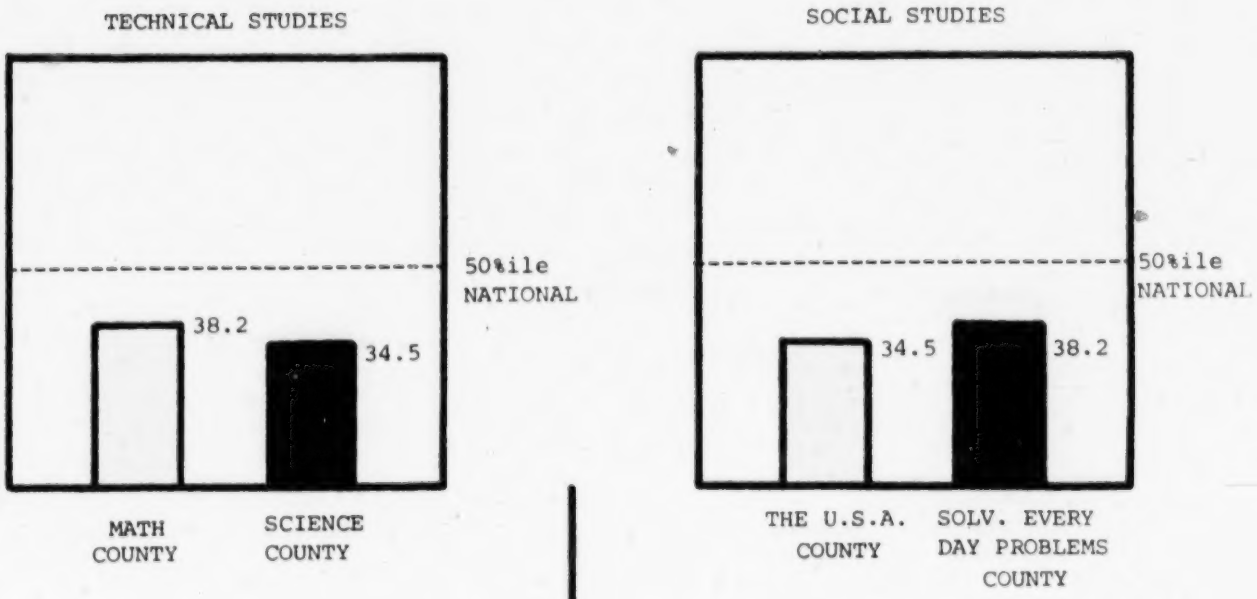
LANGUAGE STUDIES



The average county performance for West Virginia sixth graders shows their achievement level in Reading and English below the national average. However, the achievement scores are consistent with the Verbal Abilities score shown on the graph at the left.

FIGURE 17

COMPARISON OF COUNTY AND NATIONAL MEAN SCORES
GRADE SIX 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

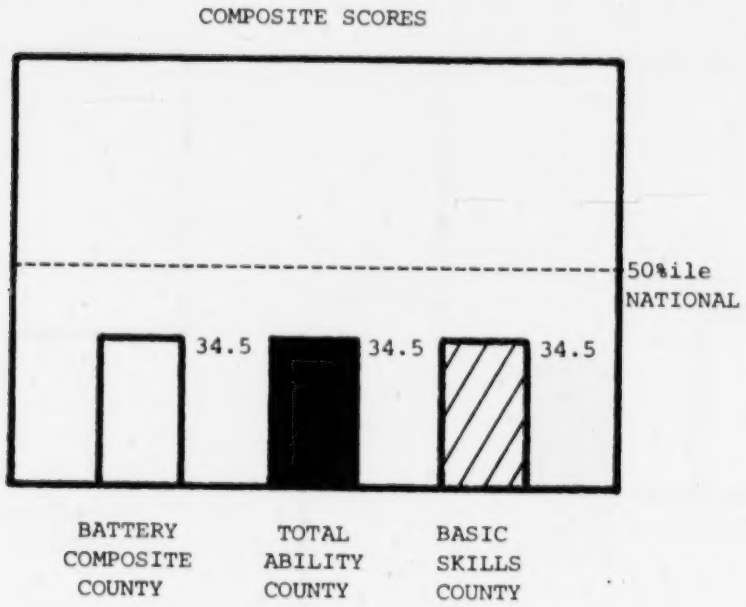


The achievement level for the average West Virginia county in Technical Studies falls below the national 50th percentile. The average county performance in grade six is slightly higher in Math than it is in Science.

The average county performance for West Virginia sixth grade students is below the 50th percentile national average.

FIGURE 18

COMPARISON OF COUNTY AND NATIONAL MEAN SCORES
GRADE SIX 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

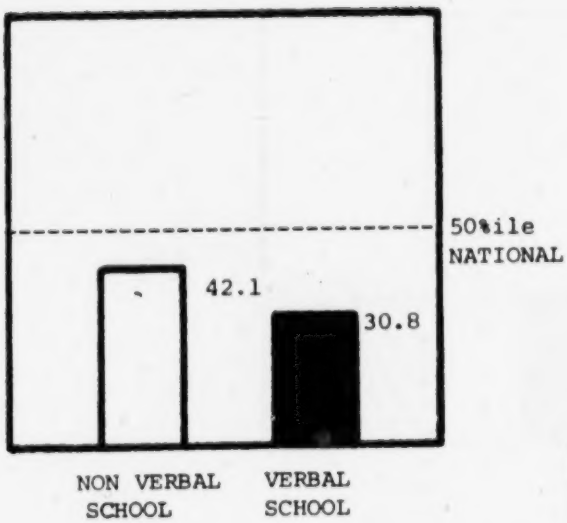


The Composite Scores for the average West Virginia county performance in grade six fall below the 50th percentile national norm. As shown on the graph the performance level for Battery Composite, Total Ability, and Basic Skills are consistent.

FIGURE 19

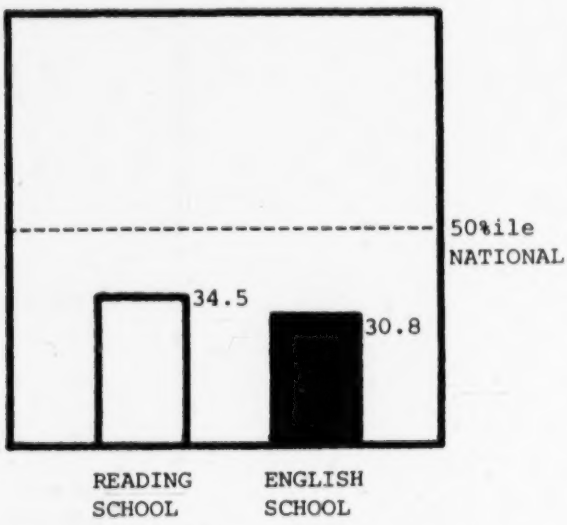
COMPARISON OF SCHOOL AND NATIONAL MEAN SCORES
GRADE SIX 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

ABILITIES



The Abilities Score for the average sixth grade school in West Virginia falls below the 50th percentile national average. As shown on the graph above the average West Virginia school for grade six performed slightly better in Non Verbal Abilities.

LANGUAGE STUDIES

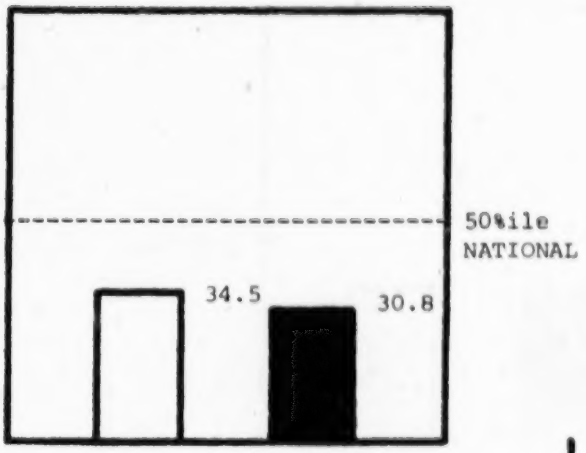


The average West Virginia school achievement in grade six is below the 50th percentile national average. The achievement scores in Reading and English, however, are consistent with the Verbal Abilities score shown on the previous graph.

FIGURE 20

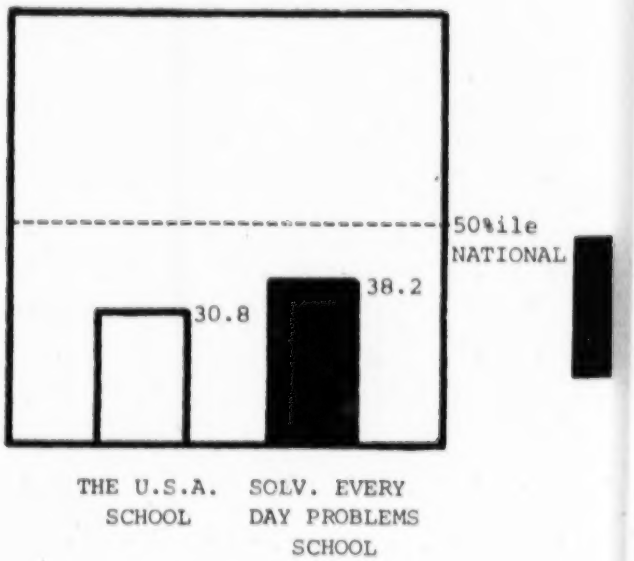
COMPARISON OF SCHOOL AND NATIONAL MEAN SCORES
GRADE SIX 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

TECHNICAL STUDIES



The average West Virginia school achievement in Technical Studies is below the 50th percentile national average. Again, the average Math achievement is slightly better than Science for grade six.

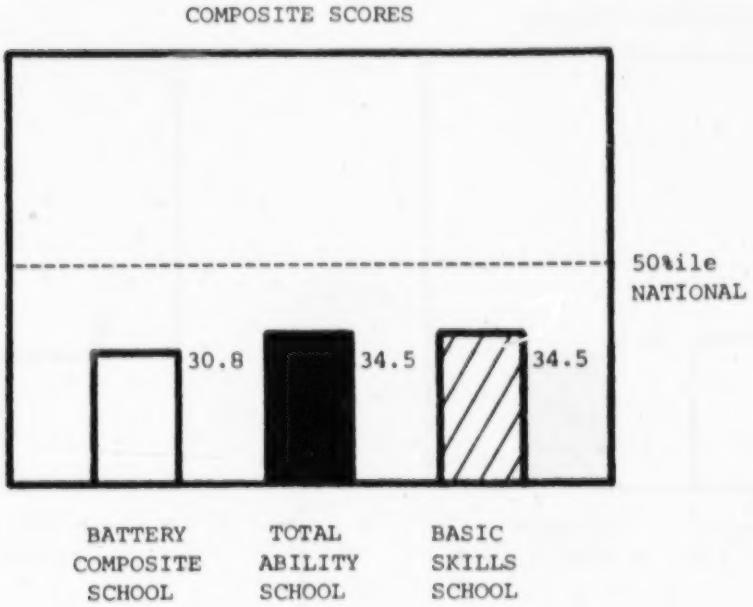
SOCIAL STUDIES



The average West Virginia school achievement for the sixth grade is below the 50th percentile national average. As indicated on the graph above, the average sixth grade school does better on the sub-test Solving Everyday Problems than in the traditional social studies sub-test THE U.S.A. in the World.

FIGURE 21

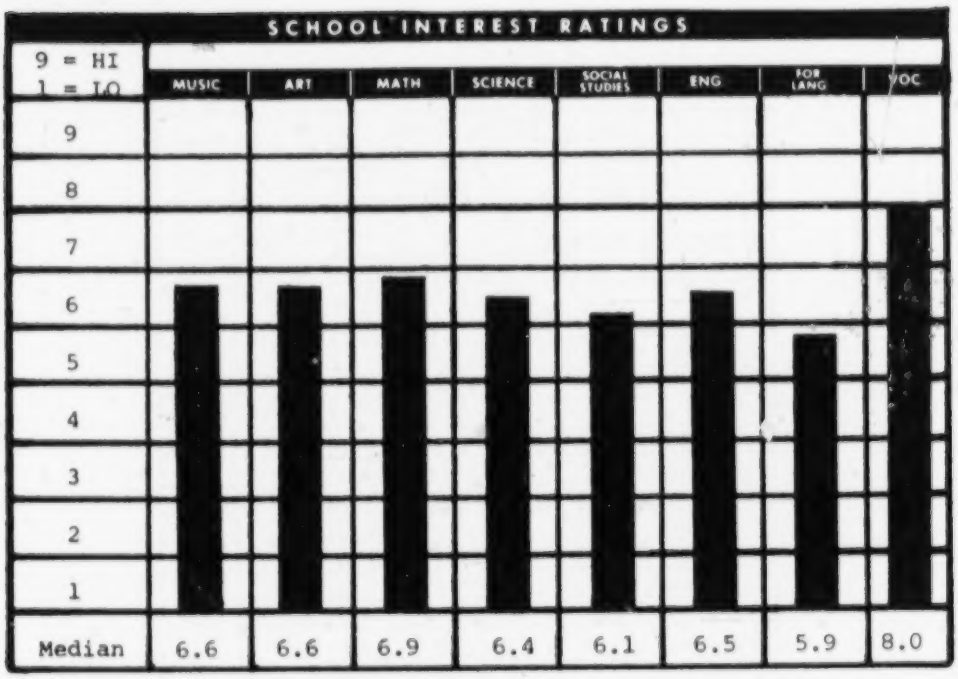
COMPARISON OF SCHOOL AND NATIONAL MEAN SCORES
GRADE SIX 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES



The average West Virginia school performance in grade six is below the 50th percentile national average. The Total Ability and Basic Skills achievement scores are slightly higher than the Battery Composite.

FIGURE 22

COMPARISON OF WEST VIRGINIA MEAN SCORES ON
SCHOOL INTEREST RATINGS
GRADE NINE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES



The School Interest Rating section in the Educational Development Series gives each student an opportunity to express his or her feelings about eight subject areas. Figure 22 shows the West Virginia summary for grade nine with Vocation ranking the highest with 8.0. The other subject areas ranked between 6.1 and 6.9 with the exception of Foreign Language, which ranked 5.9.

FIGURE 23

COMPARISON OF CAREER PLANS SELECTED
BY WEST VIRGINIA STUDENTS
GRADE NINE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

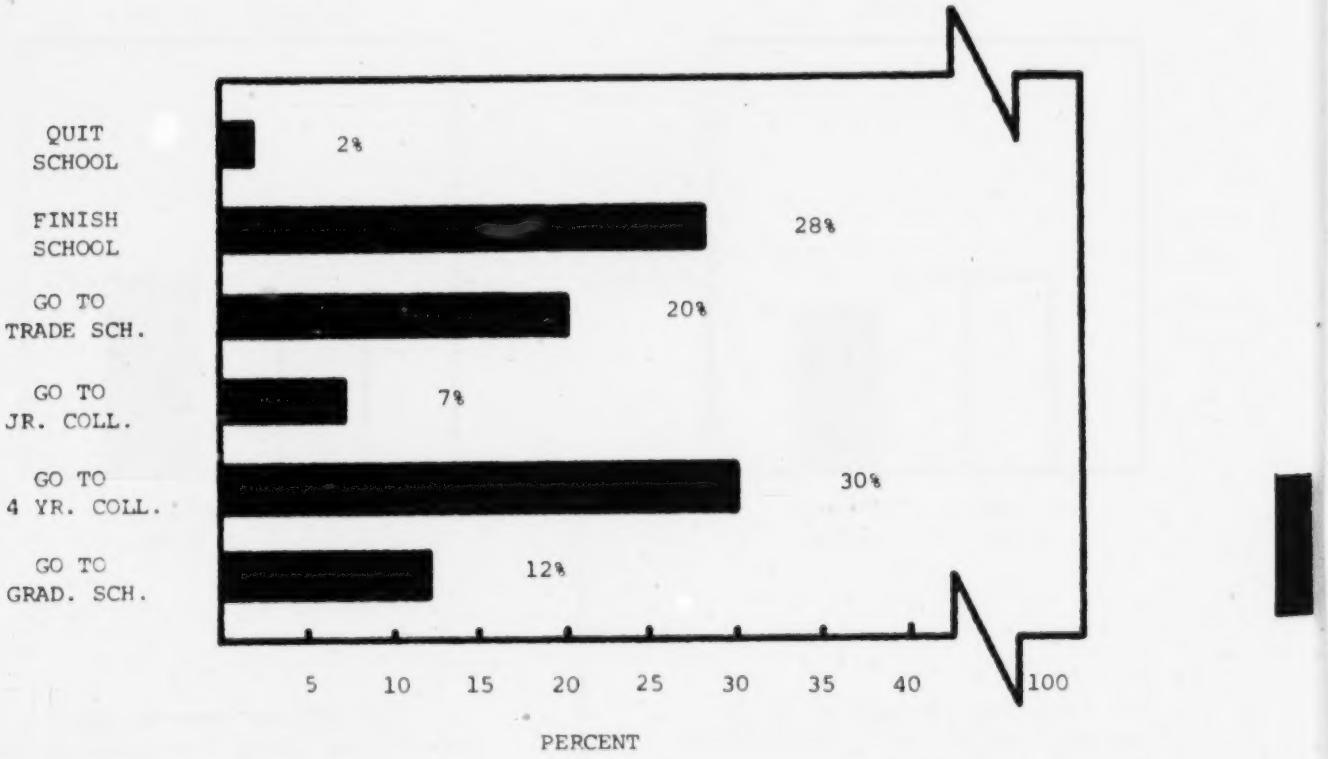
CAREER PLANS				
CAREER FIELDS	1st CHOICE		2nd CHOICE	
	Freq.	%	Freq.	%
Personal Service	1,031	3	883	3
Sports	4,349	13	2,302	7
Mining	395	1	476	1
Factories	819	2	937	3
Farming	1,052	3	1,312	4
Govt. Service	3,076	9	3,928	12
Shop	1,419	4	1,362	4
Transportation	1,542	5	1,855	6
Construction	1,458	4	1,843	6
Stores	1,218	4	2,170	7
Offices	4,588	14	3,772	11
Sales	217	1	531	2
Business	829	3	1,607	5
Arts	2,392	7	2,663	8
Social Services	5,180	16	4,549	14
Sciences	3,191	10	2,275	7

The Educational Development Series Career Plan section asks the student to select his first and second choices out of 16 identified career fields. Figure 23 shows the response that was given by West Virginia students in grade nine.

Social Services, Offices and Sports were the three career fields most frequently selected as a first choice. Social Services, Government Service, and Offices were most frequently selected as their second choice.

FIGURE 24

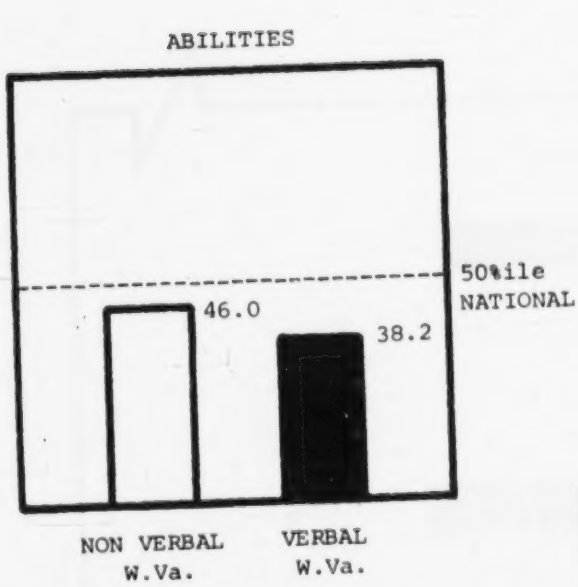
COMPARISON OF SCHOOL PLANS INDICATED
BY WEST VIRGINIA STUDENTS
GRADE NINE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

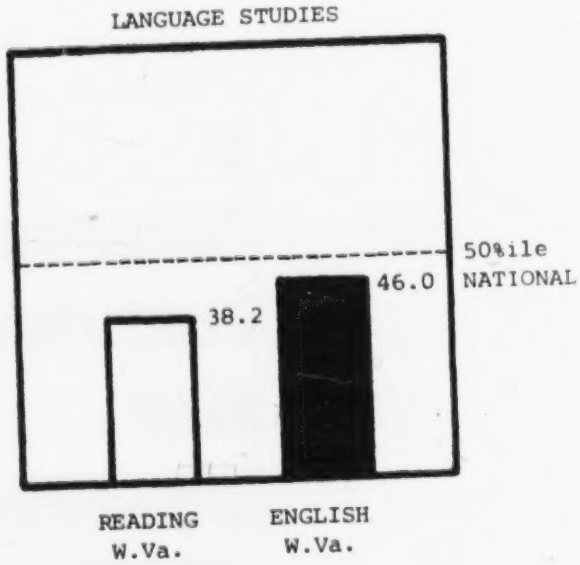


The ninth grade responses show that 2% plan to quit school, 28% plan to discontinue their educational training upon completing high school, 20% plan to continue their training in a trade or technical school, 7% plan to continue their education in a junior college, 30% intend to matriculate to a four-year college and 12% plan to complete a graduate program.

FIGURE 25

COMPARISON OF WEST VIRGINIA AND NATIONAL MEAN SCORES
GRADE NINE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES



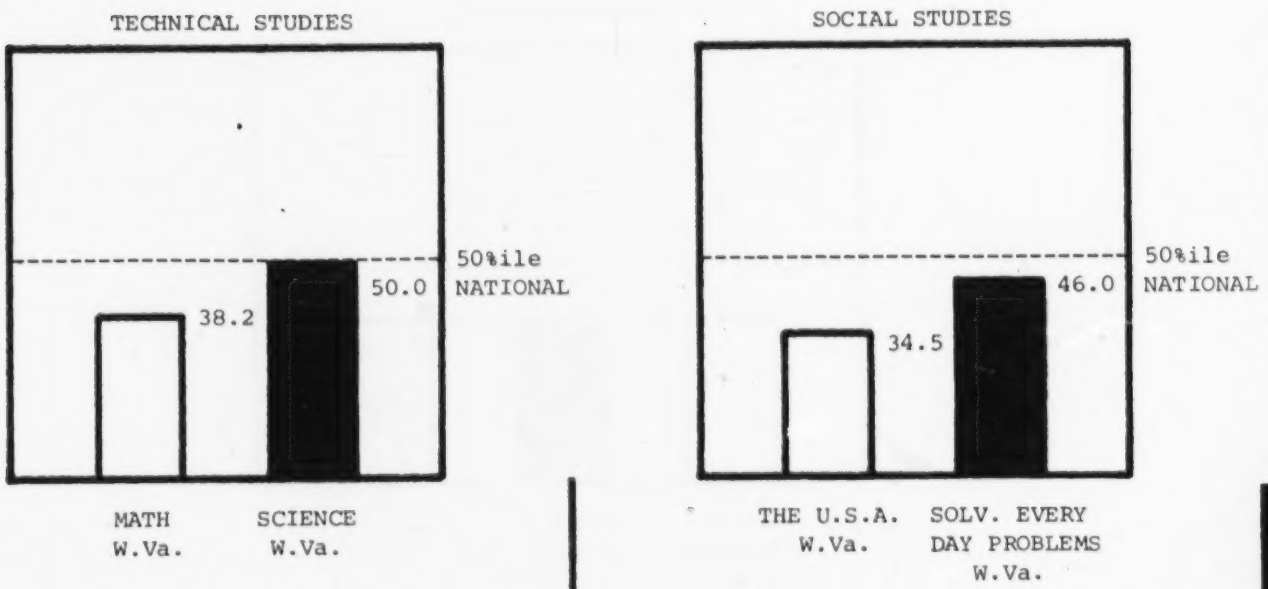


The average West Virginia ability scores are slightly below the 50th percentile national average. The Non Verbal Ability score is slightly higher than the Verbal score for West Virginia students in grade nine.

The average West Virginia achievement level for ninth graders in Language Studies is slightly below the 50th percentile national average. West Virginia ninth grade students performed slightly better in the English sub-test than they did in Reading. The English achievement sub-test includes items such as spelling and grammar while the Reading sub-test asks the students to arrive at certain conclusions after reading a statement or paragraph.

FIGURE 26

COMPARISON OF WEST VIRGINIA AND NATIONAL MEAN SCORES
GRADE NINE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

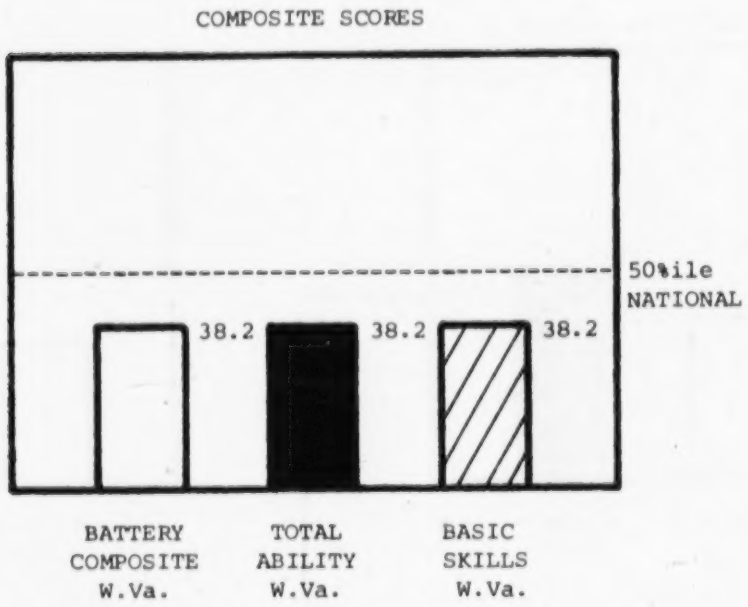


West Virginia students in grade nine achieved at or near the national average in Technical Studies. Ninth grade achievement in Science was at the national average with Math achievement being below the 50th percentile national average.

The average West Virginia ninth grader achieved near the national average in the sub-test Solving Everyday Problems. His achievement in the sub-test The U.S.A. in the World, which is closely related to traditional social studies, was slightly lower.

FIGURE 27

COMPARISON OF WEST VIRGINIA AND NATIONAL MEAN SCORES
GRADE NINE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

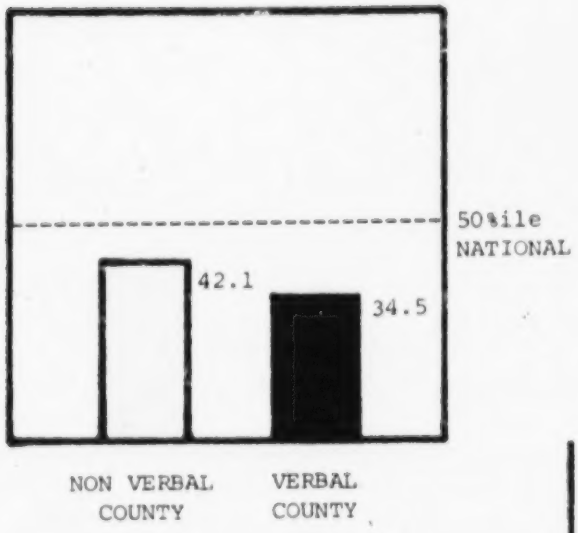


The Composite Scores for the average West Virginia ninth grader were below the 50th percentile national average. However, it can be observed that the achievement in the Basic Skills of Reading, English and Math is consistent with the Total Ability performance.

FIGURE 28

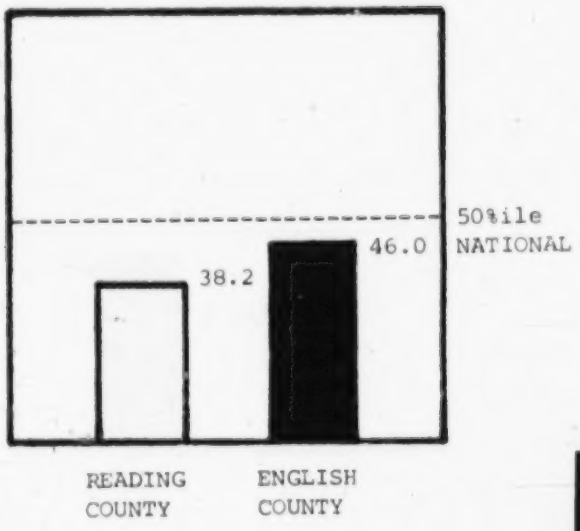
COMPARISON OF COUNTY AND NATIONAL MEAN SCORES
GRADE NINE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

ABILITIES



The Abilities score for the average West Virginia county is below the 50th percentile national average. The average county performance on the Non Verbal sub-test was slightly better than the Verbal performance.

LANGUAGE STUDIES

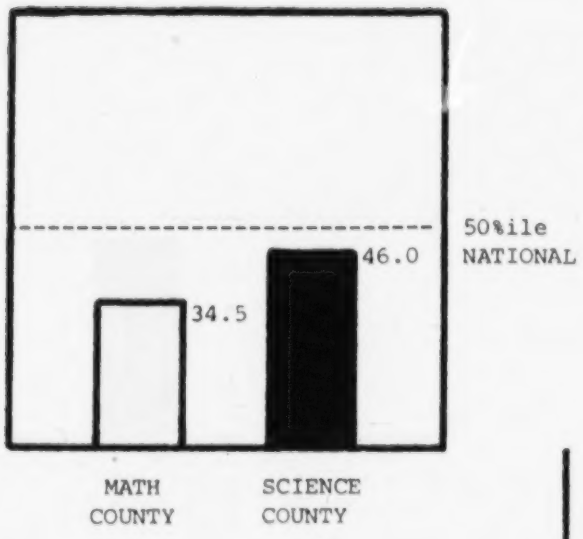


The achievement level for the average West Virginia county in grade nine was below the 50th percentile national average. The English achievement level was near the national average while the average county Reading achievement was somewhat lower.

FIGURE 29

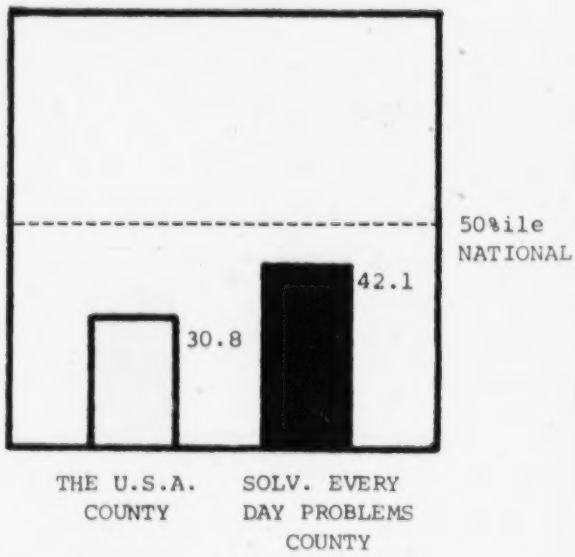
COMPARISON OF COUNTY AND NATIONAL MEAN SCORES
GRADE NINE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

TECHNICAL STUDIES



The average county achievement in Technical Studies for grade nine is below the 50th percentile national average. The typical county achievement in Science was slightly higher than in Math.

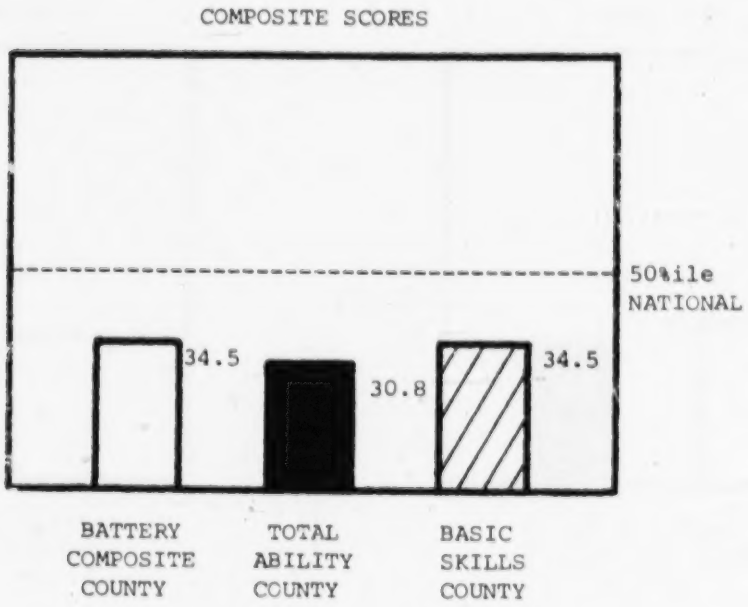
SOCIAL STUDIES



The average West Virginia county achievement for grade nine on the Social Studies sub-test is below the 50th percentile national average. The average county performance was better in the sub-test Solving Everyday Problems than in their achievement on the sub-test The U.S.A. in the World, which is closely associated with the traditional social studies curriculum.

FIGURE 30

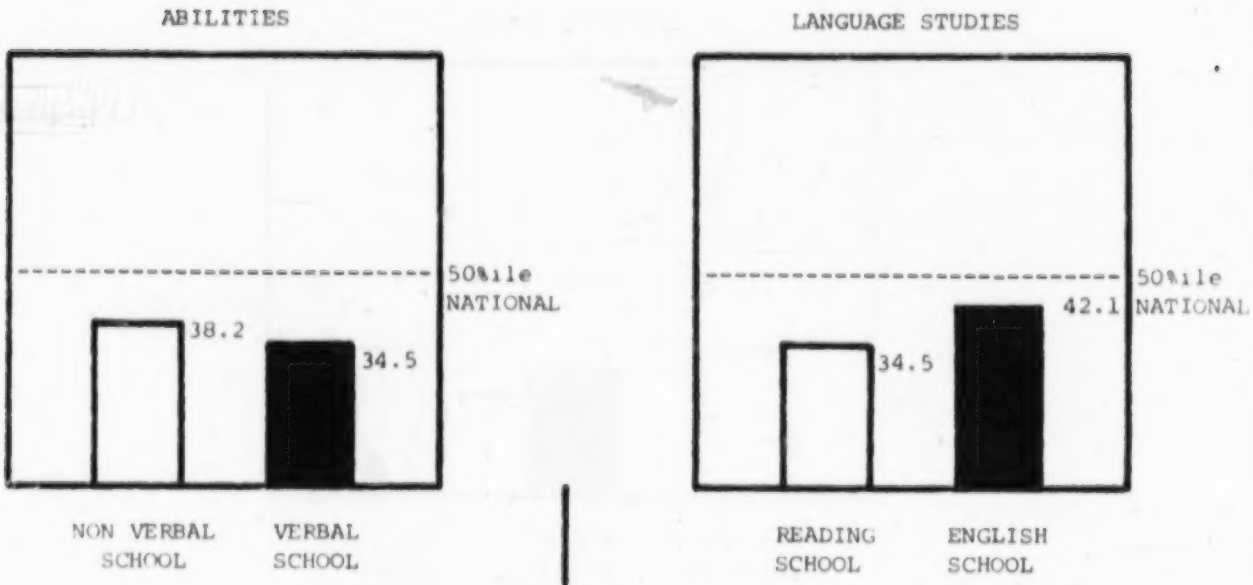
COMPARISON OF COUNTY AND NATIONAL MEAN SCORES
GRADE NINE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES



The average West Virginia county performance in grade nine on the Composite Score is below the 50th percentile national average. The average county performance in Basic Skills was better than the average Total Ability performance which seems to indicate that the achievement in Basic Skills is consistent with Total Ability.

FIGURE 31

COMPARISON OF SCHOOL AND NATIONAL MEAN SCORES
GRADE NINE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES



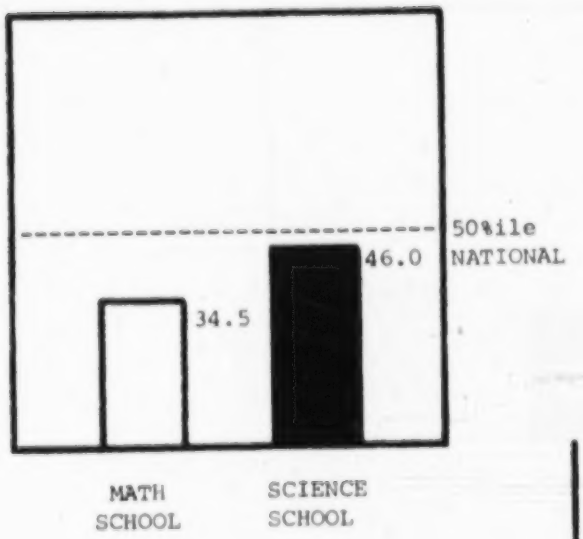
The average school in West Virginia performed below the national average in both Non Verbal and Verbal Abilities.

The average ninth grade school performance in West Virginia is below the national average both in Reading and English. The Reading performance is based upon drawing conclusions from written material while the English score indicates performance in grammatical work.

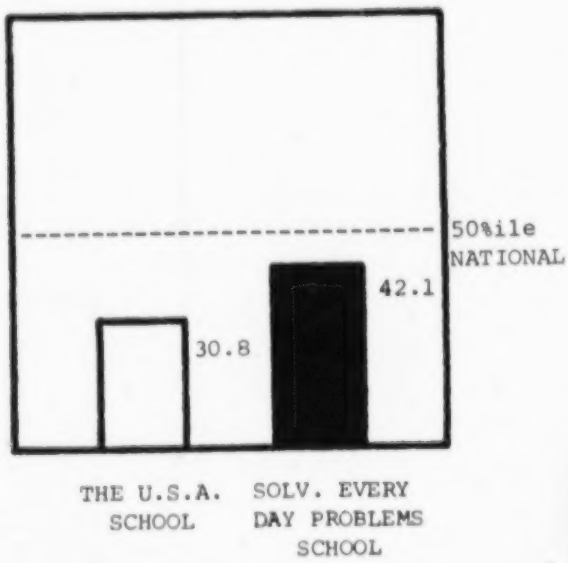
FIGURE 32

COMPARISON OF SCHOOL AND NATIONAL MEAN SCORES
GRADE NINE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

TECHNICAL STUDIES



SOCIAL STUDIES

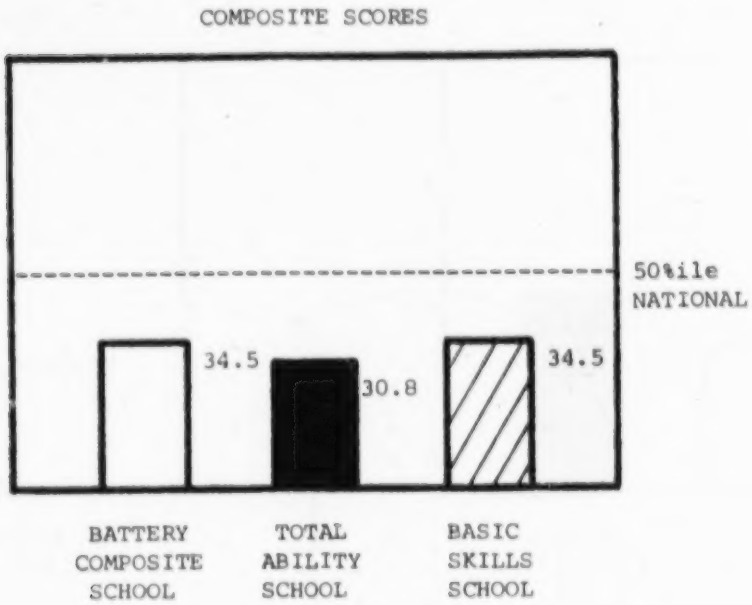


The average school performance in West Virginia indicates that Math is down while Science performance approaches the 50th percentile national average. The Math sub-test in the Educational Development Series has been written to include both modern and traditional mathematic problems. The emphasis on modern math is to improve concepts while traditional emphasizes computational skills.

The average school performance in West Virginia falls below the national average in both The U.S.A. in the World and Solving Everyday Problems. Solving Everyday Problems is a sub-test heavily weighted with guidance-oriented activities while the U.S.A. in the World is a sub-test dealing more specifically with the more traditional Social Studies concepts.

FIGURE 33

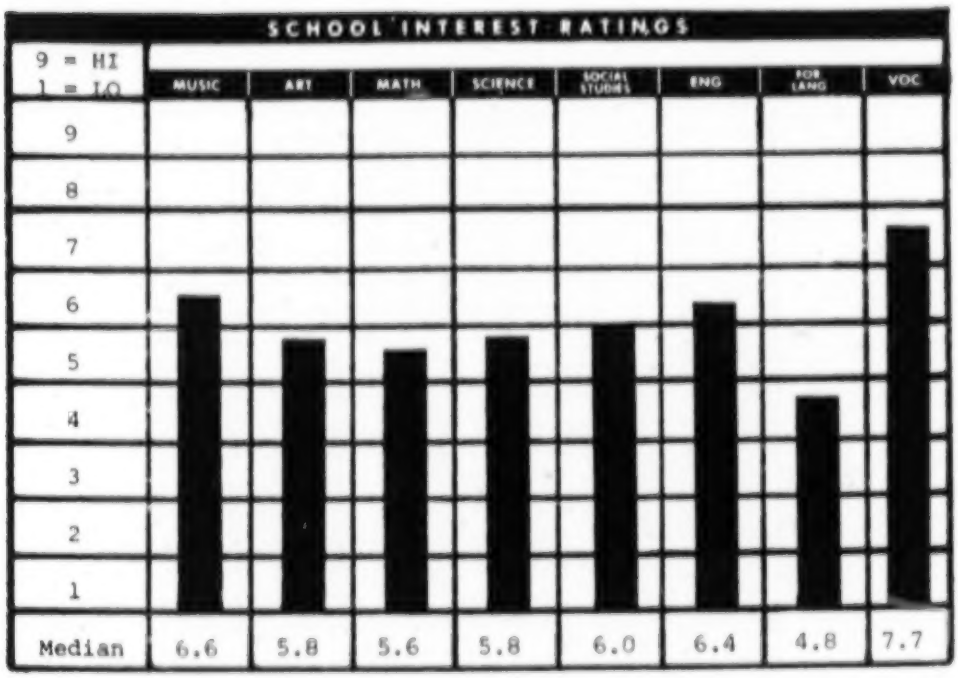
COMPARISON OF SCHOOL AND NATIONAL MEAN SCORES
GRADE NINE 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES



The average ninth grade school in West Virginia is performing consistently below the 50th percentile national average. The Battery Composite is a summary score of individual sub-tests in Verbal, Non Verbal, Reading, English, Math, Science, and Social Studies. The Total Ability score is a summary score consisting of the Non Verbal and Verbal sub-tests while the Basic Skills score is a summary of performance in Reading, English, and Math.

FIGURE 34

COMPARISON OF WEST VIRGINIA MEAN SCORES ON
SCHOOL INTEREST RATINGS
GRADE ELEVEN 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES



The School Interest Rating section in the Educational Development Series gives each student an opportunity to express his or her feelings about eight subject areas. Figure 34 shows the West Virginia summary for grade 11 with the Music and Vocation areas ranking 6.6 and 7.7. The other subject areas ranked between 5.6 and 6.4 with the exception of Foreigh Language, which ranked 4.8.

FIGURE 35

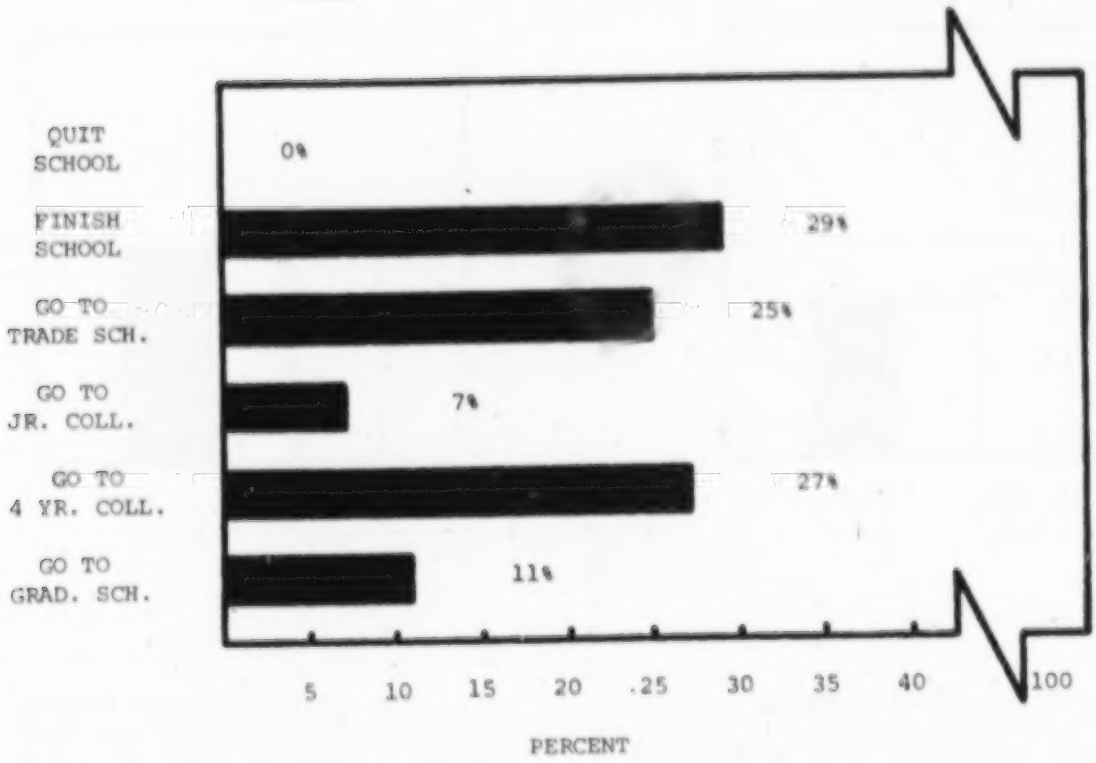
COMPARISON OF CAREER PLANS SELECTED
BY WEST VIRGINIA STUDENTS
GRADE ELEVEN 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

CAREER PLANS				
CAREER FIELDS	1st CHOICE		2nd CHOICE	
	Freq.	%	Freq.	%
Personal Service	671	3	586	2
Sports	1,697	7	1,195	5
Mining	260	1	311	1
Factories	823	3	799	3
Farming	616	3	809	3
Govt. Service	1,995	8	3,210	13
Shop	1,435	6	1,030	4
Transportation	953	4	1,392	6
Construction	1,364	6	1,542	6
Stores	768	3	1,684	7
Offices	3,755	16	2,262	9
Sales	153	1	407	2
Business	787	3	1,350	6
Arts	1,847	8	1,945	8
Social Services	4,322	18	3,633	15
Sciences	2,508	10	1,538	6

The Career Plan section on the Educational Development Series asks the student to select his first and second choice out of 16 identified career fields. Figure 35 shows the choices of career fields made by West Virginia 11th grade students. Offices and Social Services both rank high among first choice for students with Government Services and Social Services ranking tops in second choice.

FIGURE 36

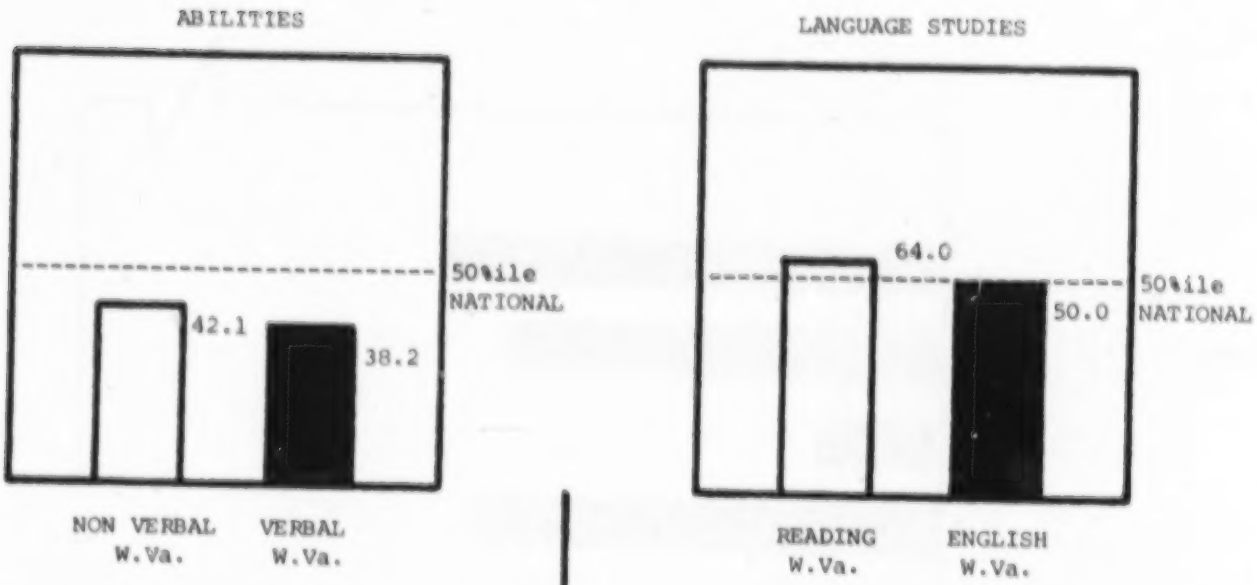
COMPARISON OF SCHOOL PLANS INDICATED
BY WEST VIRGINIA STUDENTS
GRADE ELEVEN 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES



Responses at the eleventh grade level show that no (0%) students plan to quit school, 29% will terminate their formal education with a high school diploma, 25% plan to enter a trade or technical school, 7% envision themselves attending a junior college, 27% want to enter a four-year college and 11% plan to continue into a graduate program.

FIGURE 37

COMPARISON OF WEST VIRGINIA AND NATIONAL MEAN SCORES
GRADE ELEVEN 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES



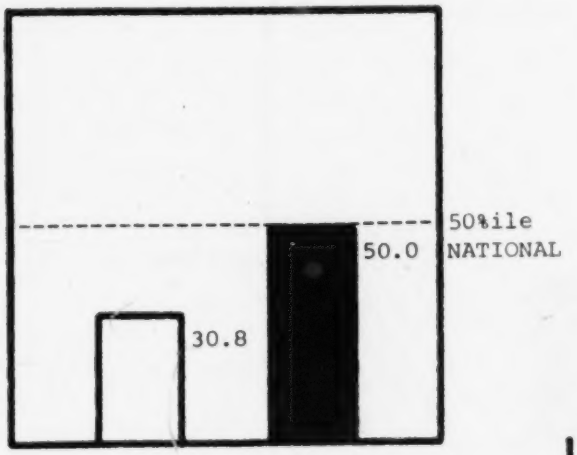
Eleventh grade students in West Virginia performed well below the 50th percentile national average in Verbal and Non Verbal Abilities. However, the Non Verbal performance was a little better than Verbal performance.

The achievement performance in Language Studies for the same group of students shows an achievement level equal to or better than the 50th percentile national average. This seems to indicate that the average West Virginia student is achieving higher than his ability level in Language Studies.

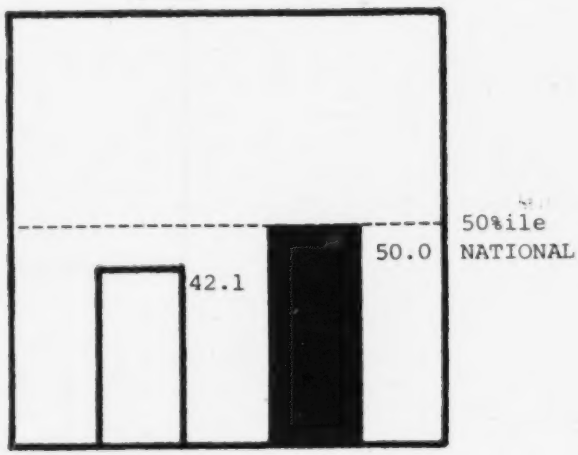
FIGURE 38

COMPARISON OF WEST VIRGINIA AND NATIONAL MEAN SCORES
GRADE ELEVEN 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

TECHNICAL STUDIES



SOCIAL STUDIES

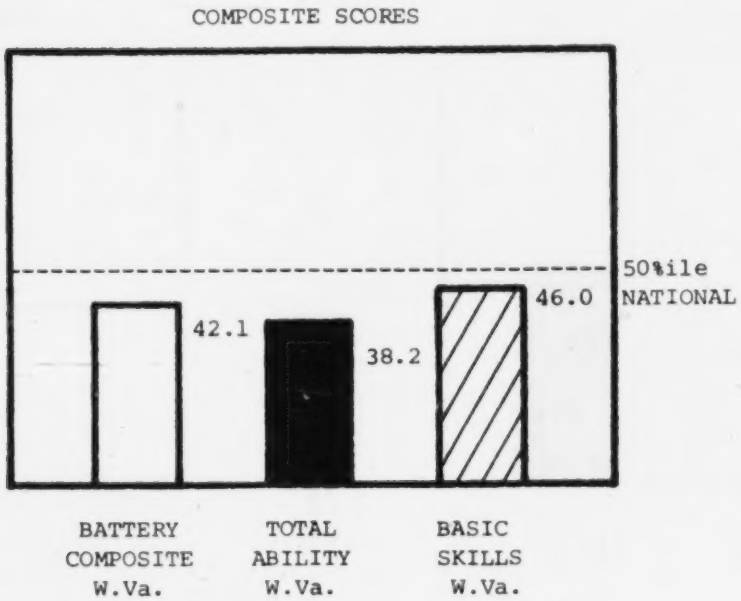


The performance in Math for West Virginia 11th graders is only 30.8 percentile compared to the 50th percentile or national average performance in Science. The national performance for Math has shown a downward trend for the past two years. Some testing specialists believe the cause to be a slight drop in computational skills with the expected increase in concepts.

The average West Virginia 11th grader is performing slightly below the national average in the U.S.A. in the World, which is heavily weighted with current events and the more traditional social studies content. Solving Everyday Problems, which is a guidance oriented sub-test, shows a performance at the 50th percentile national average. Both of these sub-tests taken together falls under the heading of Social Studies in the Educational Development Series.

FIGURE 39

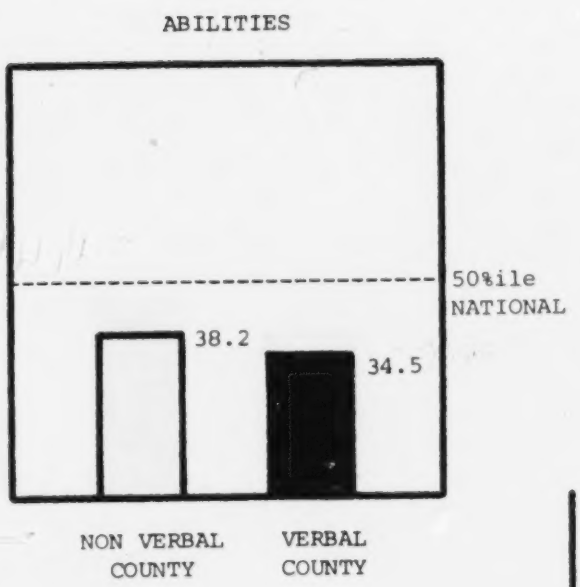
COMPARISON OF WEST VIRGINIA AND NATIONAL MEAN SCORES
GRADE ELEVEN 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

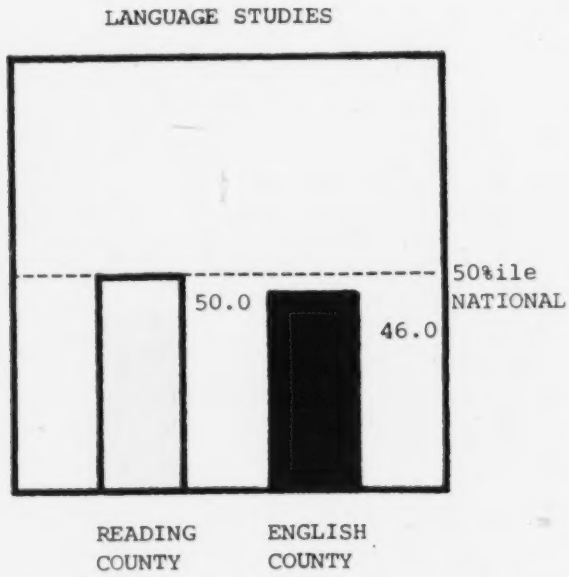


The Composite Scores on the Educational Development Series are intended to show summary performance. The Battery Composite is considered to be the more reliable score on the test because it is a composition of all individual sub-tests. The Total Ability score is a combined performance of Non Verbal and Verbal Abilities while the Basic Skills performance represents a summary of Reading, English, and Math. Eleventh graders in West Virginia performed below the national average in each of these categories.

FIGURE 40

COMPARISON OF COUNTY AND NATIONAL MEAN SCORES
GRADE ELEVEN 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES



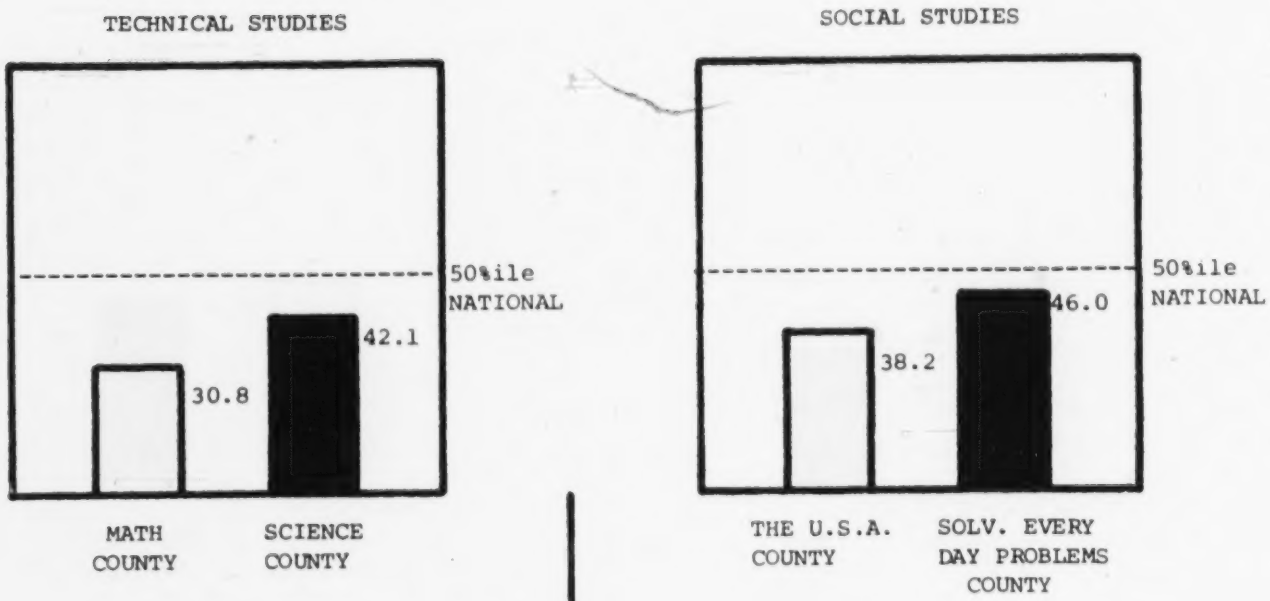


The typical county performance in West Virginia again falls below the 50th percentile national average in Non Verbal and Verbal Abilities.

The average county in West Virginia performed at or slightly below the 50th percentile national average in Reading and English. This indicates a performance level in achievement higher than expected from observing the Non Verbal and Verbal Abilities.

FIGURE 41

COMPARISON OF COUNTY AND NATIONAL MEAN SCORES
GRADE ELEVEN 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

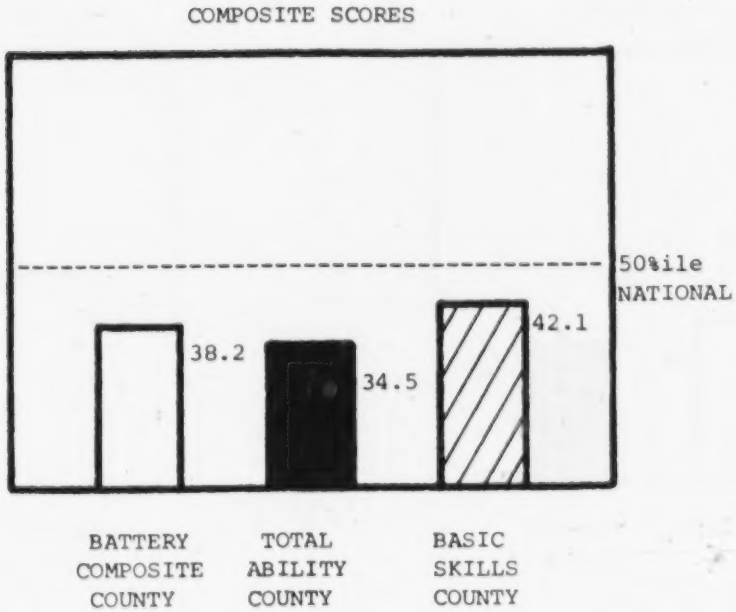


The average county performance in Technical Studies is below the 50th percentile national average for both Math and Science.

Social Studies for the average county in West Virginia is below the 50th percentile national average.

FIGURE 42

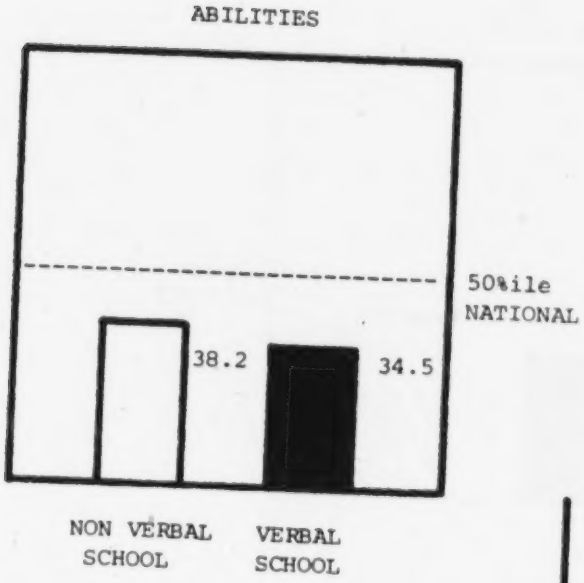
COMPARISON OF COUNTY AND NATIONAL MEAN SCORES
GRADE ELEVEN 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

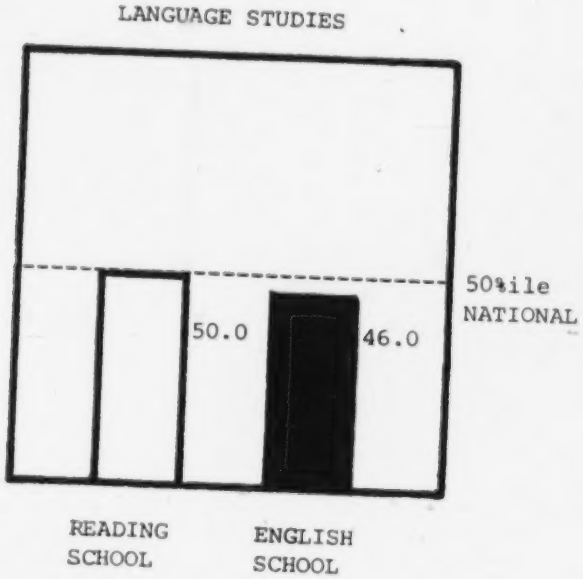


The Composite Scores for the average county in West Virginia falls below the 50th percentile national average. However, it should be noted that although the Total Ability is 34.5 percentile, the average Basic Skills performance in a county is at 42.1.

FIGURE 43

COMPARISON OF SCHOOL AND NATIONAL MEAN SCORES
GRADE ELEVEN 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES





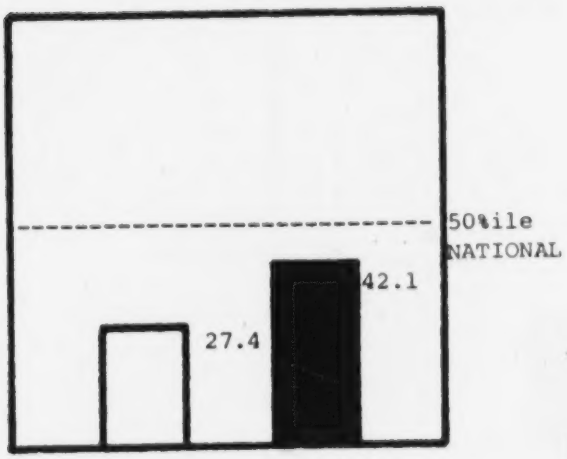
The average school performance for the 11th grade in West Virginia is below the 50th percentile national average. The Non Verbal performance is slightly higher than Verbal.

The average 11th grade school performance in West Virginia is at or slightly below the national average for both Reading and English. This is rather encouraging when comparing the Language Studies achievement to the Abilities performance.

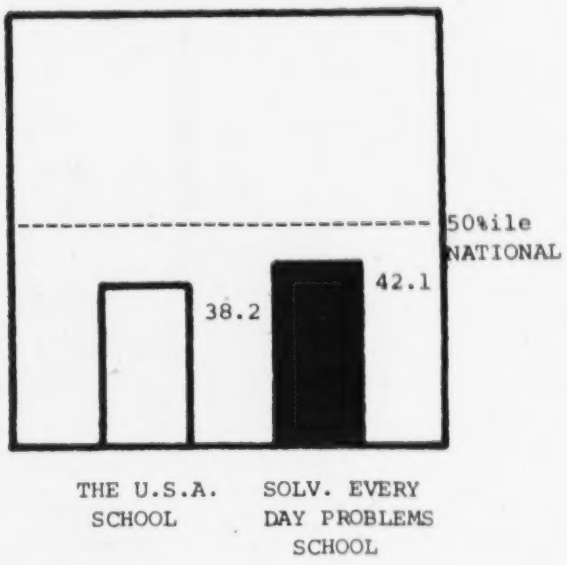
FIGURE 44

COMPARISON OF SCHOOL AND NATIONAL MEAN SCORES
GRADE ELEVEN 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES

TECHNICAL STUDIES



SOCIAL STUDIES

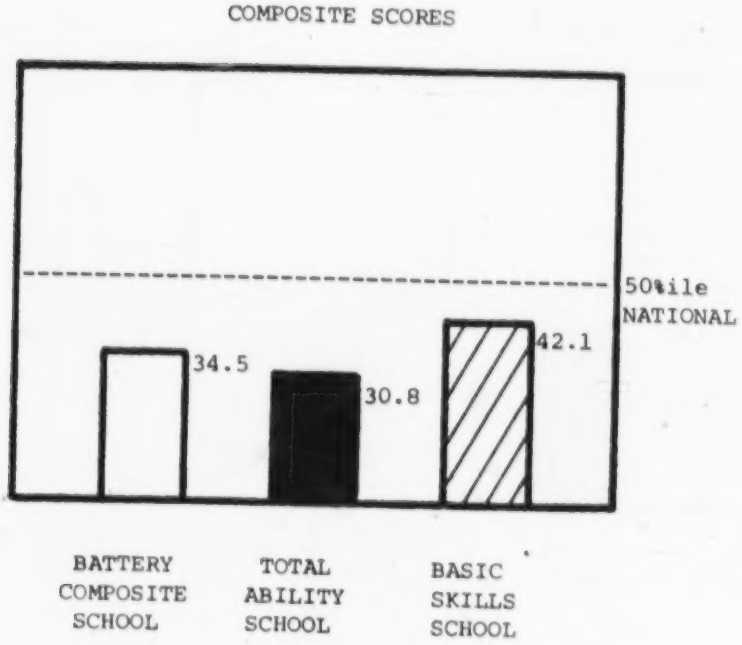


The average 11th grade school performance in Math and Science is considerably below the 50th percentile national average. The average 11th grade school in West Virginia performed at the 27.4 percentile level in Math while performing at the 42nd percentile in Science. Again the poor performance in Math can be attributed somewhat to diminished computational skills at the expense of increased concepts performance; it seems to be a national trend.

The average West Virginia 11th grade school performance in Social Studies falls below the 50th percentile national average.

FIGURE 45

COMPARISON OF SCHOOL AND NATIONAL MEAN SCORES
GRADE ELEVEN 1970-1971
S.T.S. EDUCATIONAL DEVELOPMENT SERIES



The Composite Scores for the average 11th grade school in West Virginia show the performance in both Total Ability and Basic Skills below the 50th percentile national average. However, the Basic Skills, made up of Reading, English, and Math, shows up closer to the national average than to the Total Ability score. This would seem to indicate that achievement among the 11th grade schools is good with an ability level of only 30.8 percentile.